THE TIMES
Higher Education
SUPPLEMENT

£24.5m plan for college and university building

by David Walker

The Government will allocate £24.5m next year for new university and college buildings, an eighth less than the value of projects starting this year.

The bulk of this sum, £20.5m, will be channelled next month by the Department of Education and Science to the local authorities which have submitted bids for additions to their polytechnics and colleges. Most of it will go on buildings needed to accommodate the projected increase of 16 to 19-year-olds, following the emphasis of last year's rate support grant. The money goes to local authorities in the form of "clearance"—a limit up to which they can spend.

The universities' £4m will be allocated during the next few weeks by the University Grants Committee to individual universities. It is expected that much of it will go in small packets to be spent on "minor works" to bring university buildings up to the requirements of the safety legislation. This does not exclude at least one major building project costing over £1.5m being approved, possibly to expand an existing medical faculty.

The total amount to be spent by universities on buildings in 1977-78 is likely to be well in excess of £4m. Universities are allowed to convert a small percentage of their recurrent grant into capital spending. This of course will depend on next year's grant, but it could be of the order of £15m. In addition part of the money now being allocated by the UGC is likely to be spent on student residences and so will attract the £1m grant from the Wolfson Foundation announced earlier this year on condition it was matched pound for pound by public money.

Private reactions to the capital grant for 1977-78 among university leaders was by no means despondent. One figure said the size of the grant was as expected; after all universities had been in the business of building way ahead of the polytechnics and colleges and so it was perhaps right they should get less now. The reaction of the Association of University Teachers was to condemn the inadequacy of the grant. Universities were expected to take more students without the money to equip and house them.

According to the DES, the capital allocations are fully in line with the projected student numbers of the Public Expenditure White Paper as amended by Mr Healey's announcement of cuts in the planned level of spending.

Broad control 'stops autocracy'

All schools where teaching practice is done should qualify for valid probationary service, Mr R. W. Young, principal of George Watson's College, Edinburgh, told the annual meeting of the Headmasters' Conference at Cambridge this week.

It should first be decided which of the maintained, independent or direct grant schools were able to train probationers, and then probationary service done in those schools should be automatically accepted.

It was hard to find a more unreasonable attitude than that of the Government to probationers, Mr Young said. It held simultaneously that student teachers could undertake their probation in independent and grant-aided schools in Scotland, but that in England, such probationary service could not count until a local authority had applied for a waiver.

"The Government's argument is that the local authorities as employers cannot be robbed of the power to decide whether to ask for a waiver or not because they have no assurance of the validity of probation in the independent sector."

But as new employers they had no better guarantee of satisfactory probationary service if it had been done with another education authority, he said.

"The guarantee, in so far as it exists at all, lies in accepting that schools where such service is undertaken are able to carry out the training of a probationer; it does not rest upon who the managers are, that is, whether they are a local authority or independent governors."

In education the final safeguard against autocracy lay in the existence of schools not managed by local and central government, but fully and properly part of the national provision of education.

Bradford opts for local solutions

by Frances Gibb

Bradford University's final report on student representation on decision-making bodies recommends that the problem be resolved within each school by students and staff. The report comes into effect next month.

It attempts to meet some of the adverse criticism made of its original report earlier this year, which recommended that schools should allow students representation at their meetings. University opinion was divided, with 20 schools in favour of having students at their meetings, with or without voting rights, and 15 against.

"While reaffirming our personal opinion that students should be represented in schools if they wish, we feel that it would not be conducive to good staff/student relations to force the students into a school meeting against the clear wishes of the staff.

"By the same token, however, we feel that it would be wrong for the academic staff to decide unilaterally how they will conduct their dialogue with their students."

Where it is agreed that staff and students should discuss non-reserved business together in a single meeting, the report recommends this be called a general committee of the school. Students would be participants rather than observers, be able to propose and second motions and have voting rights.

Reserved business, from which students would be excluded, includes matters, affecting the appointment, promotion and personal affairs of individual members of staff, and matters affecting the admission and academic assessment of individual students.

Non-reserved areas include general policy on examinations, revision of course structure, changes to a syllabus, admissions policy, policy on placements, and planning at school level.

The report suggests that on such general committees, students representation should be 20 per cent of the core staff membership of the school.

Student representatives, it recommends, should be elected by a secret ballot by the alternative vote system for single members and by the single transferable vote if there are several members.

Professor Stephen Holt, pro-vice-chancellor, and chairman of the working party, said: "We believe the new policy on student participation is fair and will be workable; it also ensures a high degree of self-determination for individual schools."

Freud starts Liberal row over 'spineless little motion'

by Stephen Cohen

The Liberal Party assembly in Llandudno last week came close to saying nothing about education after Mr Clement Freud, MP, tried to scotch a major debate on the subject before it had started.

Mr Freud's move to suspend standing orders and have the motion thrown out without discussion was unsuccessful. He did not get the two thirds majority vote he needed although just under half the delegates appeared to have voted for him. In the end, the conference referred the 61-line motion back and the party's educational policy now remains in limbo until next year's assembly.

Mr Freud said the motion was "rotten" and "wrotched". He did not want the debate pursued. "I feel that this is too great an assembly to have a spineless, boneless and jelly-like debate as is on the order paper today." It was three years since the party last debated education and during that time a number of new issues had arisen which were not mentioned in the motion.

There were 20,000 qualified teachers on the dole, he said, yet the motion called for an improvement in the status and pay of teachers. There was nothing about the reorganization of secondary education, nothing about the Education Bill, nothing about statutory periods of appointment for heads, grants for overseas students, or the rise in the cost of higher education.

The motion, which called for the abolition of the distinction between universities and polytechnics and comprehensive day - care and nursery provision, also urged integration of handicapped and subnormal children in ordinary schools. There should be a flexible school leaving age, not more than 1,000 children in secondary schools and no satisfactory teachers should be sacked or retired.

It urged three years' [illegible] infant schooling, special [illegible] disruptive pupils, fuller [illegible] use of school buildings, full [illegible] and representatives of parents, staff on governing boards.

Mr Gavin Grant, Union of [illegible] Students, said it was very [illegible] the motion to talk about [illegible] teachers, but there were [illegible] unemployed at the moment. [illegible] was no mention either of [illegible] Conservative proposals to bring in direct grant schools.

Mr Stuart Mole moved an amendment to Mr Alan [illegible] education spokesman's [illegible] the main motion. The [illegible] vice was under such [illegible] Labour Government was [illegible] its posturing about [illegible] unity, was presiding over the serious decline of the [illegible] witnessed. Yet the motion [illegible] nothing about this.

"With 20,000 unemployed teachers, with class sizes [illegible] steadily, with various subjects being forced from the [illegible] him on the grounds that they [illegible] non-essential, with reductions in [illegible] protein content of school meals or in the capitation allowance for books and materials—that is less than 1 per cent of education expenditure; a smaller amount than Nigeria spends—assessments that we must oppose as unrealistic and indiscriminate cuts in educational expenditure."

The conference referred the motion back instead of [illegible] defeating it. Mr Mole spoke pleased it had been referred [illegible] "Had it been carried it would have made us a laughing stock."

MPs urge advisory body

Continued from page 1

that on most questions negotiable with teacher unions and other interests, the DES was scrupulous in referring them to its partners in the education service.

"Perhaps the most important example in our evidence of policy which required negotiation was the changes in teacher training policies in the early 1970s. The DES claimed that they had done all they reasonably could to discuss these changes with those who would be affected by them; clearly they were surprised and hurt that most of our witnesses should think otherwise.

"In our view the DES did all it reasonably could to ensure that the general policy was known and understood by those who would be affected by it. It was clearly not so successful in relating its policies to the findings of the James Report, then a major influence on educational opinion, or in ensuring that, when the general policy came to be translated into particular decisions, the affected institutions knew and understood what was to befall them."

The committee made special mention of strained relations between the DES and the Department of Employment over vocational training decisions taken by the semi-autonomous Training Agency.

The agency "has moved a [illegible] which the DES could [illegible] indeed, should not try to [illegible] Equally clearly, it had [illegible] some cuts in the educational [illegible] We are not unduly concerned [illegible] early tensions. We are [illegible] that the machinery for [illegible] between the two departments [illegible] national level is adequate and [illegible] both services mean to make it [illegible]

"Tensions will occur at [illegible] level if national policies to [illegible] the quality of education and [illegible] ing are implemented, not on [illegible] basis of an equal partnership [illegible] by the agency of one [illegible] of state having coercive powers [illegible] which to dictate the [illegible] we are confident that the further [illegible] cation service will quickly [illegible] the work of the TSA as compulsory to its own slower [illegible] thorough approach to the [illegible] preparing young people for [illegible] ment."

Miss Pookes said she hoped [illegible] combination of a new Permanent Secretary and a new Secretary of State was a good augury for [illegible] report. She hoped the [illegible] would make its observations [illegible] three to six months.

Tenth Report from the Expenditure Committee, HMSO, £8.85.

OU offers course on itself

The Open University has developed a short course which examines the internal workings of its own system for the benefit of educationists abroad.

Based on correspondence texts backed up by audio-visual material, it will be studied for the first time next August at a major education conference in Venezuela, South America, this week.

The Latin American and Caribbean meeting on new forms of post - secondary education will involve academics, educational administrators and political figures in education. More than 30 will take the OU course, which includes 24 hours of study and a four-day intensive workshop, as an experiment.

The course materials have been prepared in Spanish and English. Audio-visual material will include three audio-tape sequences and a 25-minute film on the relationship between the Open University and the British Broadcasting Corporation.

Cuts deferred after strike

Oxfordshire County Council has deferred controversial plans to cut £3.25m from its education budget in the next financial year, after teachers staged a half-day strike this week. The council has agreed to halt the plan until the Government's rate support grant settlement is known in November.

More than 4,000 teachers, including members of the National Association of Teachers in Further and Higher Education, took part in a demonstration in Oxford and lobbied councillors during the morning strike action.

Jailed Chilean in Britain

Continued from page 1

days respectively. The last period was for not letting the guards search his private parts. Many of the other prisoners were tortured with beatings and electric shock treatment.

Visits were allowed once a week for an hour only, and visitors had to queue up for over 24 hours to be let in. They were then made to undress and be searched before being admitted. No books, magazines or food parcels were allowed.

Vigorous attempts to obtain Professor Pizarro's release were made in [illegible] Sweden, where [illegible] Academy of Sciences [illegible] Academy, after [illegible] Professor Pizarro [illegible] universities would be happy to welcome him as a research fellow because of his many publications and considerable reputation in Latin America.

The award of the scholarship was followed by a stream of telegrams to the Argentine Government from universities and students' union. On one day alone the Argentine received telegrams from 50 student unions.

His release was delayed for two reasons: one was the reluctance on the part of the Argentine authorities to let him go, and the other was the slowness of the Home Office in processing his visa, which he did not receive until June.

His case highlights the problems that the organizations dealing with refugees from Argentina have been experiencing in general. At the end of June, Mr Jenkins, then Home Secretary, agreed to Britain taking 75 families from Argentina, and was immediately presented with 14 cases which were considered urgent. Such were the delays in the Home Office, however, that so far only six of these have been given visas.

Even after getting his visa, Professor Pizarro had to wait two and a half months until last week when he was finally presented with his own passport—which mysteriously disappeared at the time of his arrest—and released. He was taken straight to the airport and put on a plane for Britain.

Based on correspondence texts backed up by audio-visual material, it will be studied for the first time next August at a major education conference in Venezuela, South America, this week.

The Latin American and Caribbean meeting on new forms of post - secondary education will involve academics, educational administrators and political figures in education. More than 30 will take the OU course, which includes 24 hours of study and a four-day intensive workshop, as an experiment.

The course materials have been prepared in Spanish and English. Audio-visual material will include three audio-tape sequences and a 25-minute film on the relationship between the Open University and the British Broadcasting Corporation.

NEXT WEEK

Peter Wilby continues on Australian universities.

Michael Binyon on elitism and failure from the American education system.

Basil Mitchell: Reason and Commitment.

Norman Evans: Administration of Curriculum. Innovation Talking Point.

© TIMES NEWSPAPERS LIMITED, 1976.
Printed and published at Times House, Gray's Inn Road, London, WC1X 8EZ, England. Friday, September 24th, 1976. Registered as a newspaper at the Post Office. Subscription rate £4 per annum, including postage. Inland and overseas.

THE TIMES
Higher Education
SUPPLEMENT
October 1, 1976. No. 258 Price 18p

Universities face 4 per cent cut in resources next year

by Peter Scott and Frances Gibb

Sir Frederick Dainton: "continue existing economies"

Universities are likely to suffer an effective cut of about £25m in their recurrent grant for 1977-78 compared with the present year. In cash terms they will probably receive only about £9m more next year than this.

In a letter sent out to universities at the end of last week Sir Frederick Dainton, chairman of the University Grants Committee, warned that the total resources available to universities next year, from both grants and tuition fees, would fall by about 4 per cent compared with the current year, when measured in constant prices.

The UGC letter contained no figures for next year's grant. Sir Frederick carefully pointed out that determination of the total recurrent grant for 1977-78 cannot be completed until final decisions have been taken by the committee on the Government's proposals to increase tuition fees. He added that some universities may suffer more than a 4 per cent cut while others may escape with less.

However, the financial implications of such a cut in real terms are fairly clear. The total recurrent grant for the present year, which has now been finally distributed, is £581m. Of this total £407m will go on salaries, the remaining £174m on other expenditure.

Although it is impossible to predict the scale of pay settlements 12 months ahead, the Government is clearly keen to continue the incomes policy for at least another year after July, 1977. If it is successful in imposing a further year of wage restraint and keeping any increases to the present level this would imply an addition of about £16.3m to university salary bills.

Expenditure on everything apart from salaries, which is covered by the Tress-Brown index, is likely to increase more rapidly than salaries. The latest annual rate of inflation was 13.8 per cent. Taking a much more realistic figure of 10 per cent in the coming year this would still imply an increase of £17.4m.

Of course, such figures cannot be entirely accurate. For example, they do not take into account the incremental creep of academic salaries. However, they indicate broadly that on a conservative estimate universities would require a recurrent grant in 1977-78 of about £615m — an increase of about £34m — to maintain existing standards.

Instead, the UGC has warned they are likely to receive 4 per cent less. On these provisional figures this suggests an effective cut of just under £25m.

In his letter, Sir Frederick said: "The committee have no doubts at all about the difficulties that this reduction will confront universities with and can only urge that new expenditure pending on a continuing commitment should be kept to a minimum and existing economies continued."

He added: "If funds are available this year for new expenditure it is the committee's conviction that the prudent course will be to devote them strictly to the most essential non-recurring purposes."

These figures, if correct, will show a small but significant shift of resources from the universities to further education including, of course, the polytechnics.

In 1975-76 recurrent expenditure on universities came to more than 38 per cent of the total recurrent expenditure on further and higher education. This year (1976-77) that proportion has risen to 39 per cent. But in 1977-78 it is likely to fall significantly to 37 per cent of the total. A fall of 2 per cent amounts to £30m at 1975 prices.

Sir Roy Marshall, secretary general of the Committee of Vice Chancellors and Principals, said: "The implications of the UGC statement are alarming. The universities have always made clear their willingness to take their fair share of economies during a period of economic crisis and they will naturally have to consider the situation in the context of government decisions in the whole area of public expenditure.

"But in any circumstances a cut of the order indicated is bound to cause the most serious problems."

Mr Laurie Sapper, general secretary of the Association of University Teachers, said the union would be making representations on the question of the recurrent grant to the UGC or to the Department of Education and Science. "With an increase in the number of students at a rate of 10,000 a year we must obviously have more, not less, resources."

Universities have also been told how much they will receive out of the £18m which remains to be distributed from the block recurrent grant of £581m for 1976/77. The balance of £563m has already been shared out.

The total furniture and equipment grant for 1976/77, which amounts to £29.71m, is also allocated. The UGC has decided to earmark £5.86m of this for furnishing new and adapted buildings.

Because this grant is substantially below that for 1975/76, the UGC has said that universities may wish to draw on recurrent funds for furniture and equipment to a greater extent than usual this year, and it has indicated to each university the provision made in its share of the block recurrent grant with this in mind.

Bradford has been told it may spend up to £88,000 of its £170,000 remaining recurrent grant on equipment and furniture; Brunel £90,000 out of £96,000; Cambridge £132,000 out of £358,000; City £40,000 out of £86,000; East Anglia £39,000 out of £105,000; Essex £25,000 out of £74,000; Exeter £40,000 out of £104,000; London £672,000 out of £1,710,000; Manchester £77,000 out of £347,000; St Andrews £35,000 out of £78,000; Sheffield £89,000 out of £198,000; Stirling £7,000 out of £42,000; and Sussex £70,000 out of £130,000.

As the Government has not made a formal decision on the total furniture and equipment grant for 1977/78, the allocation for that year is provisional, Sir Frederick says. But he adds that the committee is confident that the final grant for 1977/78 for each university will be close to the estimated figure.

Table, back page

Survey at poly threatens two jobs

by Sue Reid

Two assistant directors of Newcastle Polytechnic are being threatened with redundancy following a £5,000 survey on costs and staffing levels at the college carried out by a leading firm of management consultants.

The posts of the two administrators, Mr Denis Crow, assistant director of extramural relations, and Mr John Talbot, assistant director of resources, have already been discontinued. They will be told whether they face redundancy or a transfer after a key meeting of Newcastle City Council's education committee next Tuesday.

The 10-week survey, commissioned by the education committee, came from Peat Marwick Mitchell Management Consultants earlier this year. The firm had a brief to examine ways of reducing the costs of senior non-teaching staff without impairing the educational performance of the polytechnic.

Their investigations centred around 12 members of the senior administrative staff. Their report to the education committee in April advised that there was overmanning in terms of one post.

The survey was debated by the polytechnic council which in July made recommendations to the education committee. In the same month the committee voted in favour of discontinuing the two posts.

At next week's meeting Mr Crow and Mr Talbot will be represented by the National Association of Teachers in Further and Higher Education. Mr Pat Harrigan, regional officer of NATFHE, said this week that the union would contest any redundancies.

He added: "I feel that there are other methods for tackling this problem than declaring people redundant. NATFHE will consider legal action if necessary."

Mr Harrigan questioned the suitability of management consultants conducting a survey in an academic institution. Peat Marwick Mitchell are specialists in the field of university and polytechnic planning and management methods.

Mr Ken Bailey, Newcastle's deputy director of education, said this week: "It was the decision of the education committee to appoint external consultants. They did consider the possibility of internal consultants but this firm were invited to do the job." The proposal to survey the roles of senior non-academic staff at the polytechnic had been put forward by Mr K. A. Galley, the council's chief executive officer, he added.

Mr Crow, who was appointed by the polytechnic two years ago, said: "I am still very much in the dark concerning my position."

Newcastle Polytechnic refused to speculate on the possible outcome of Tuesday's meeting.

Mrs Williams backs 'more discussion' call

by David Dickson

Demands for greater public discussion about educational planning have received support from Mrs Shirley Williams, the newly appointed Secretary of State for Education and Science.

Speaking during the Labour Party conference at Blackpool on Tuesday, Mrs Williams referred to criticisms of undue secrecy in the Department of Education and Science made in a recent House of Commons select committee report.

She said that more of the educational debate had to be conducted in public. In particular, the DES should publish more of the reports and documents on which its planning was based.

Steps to open up the discussion of education had to be taken, even if it meant bruising some people's feelings—as could happen, for example, in a debate between teachers, employers and parents on educational standards in schools.

Addressing a meeting of the Socialist Education Association, Mrs Williams said that one of her priorities was to discover why so many children—particularly girls—gave up science and mathematics early in their school careers. Although it was impossible to stipulate the quantity of trained manpower which educational institution should produce for various sectors of science and engineering in industry, it was important to remove some of the educational barriers.

She was particularly concerned at the significant increase in the drop-out rate of first-year students in higher education, as well as a tendency to switch from one course—often in applied science—to another.

Mr Charles Clarke, president of the National Union of Students, said that his members were concerned about the links between industry and education, an issue which had in the past tended to be discussed in such woolly terms as "relevance".

A central problem to be faced in the debate on the future of higher education was the dominant role exercised by the universities within the whole education system.

CVCP expects greater role in coordination

The Committee of Vice-Chancellors and Principals is likely to play a greater role in coordinating discussion of universities' problems, Sir John Habakkuk, the chairman, has predicted.

In the foreword to a CVCP report published this week, Sir John says that each university attaches the greatest importance to its autonomy and the incentive to efficiency which responsibility for its own affairs provides.

But, he adds: "It is clear that the search for answers to common problems is leading to increased cooperation between universities and it is to be expected that the committee, as the body where these problems are discussed, will become of increasing importance in the future."

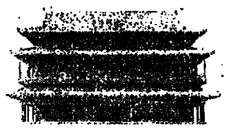
The report is one of a series issued roughly every quinquennium.

Some 10,000 copies of the report are being sent to the universities, and it is hoped they will reach all university committees and percolate to common rooms.

Extracts from report, p 4

Contents

Imperial China



Keith Pratt reviews recent books on the decline and fall of Imperial China in seven special pages of history books, 16-22.

Are the cuts inevitable?

In the first of three leaders *The THES* puts the case for a responsible alternative to wholesale cuts in public expenditure, 14

Committed neutrality

Basil Mitchell argues that although academics may be committed, they should also be impartial, 15

Reports

Extracts from the Expenditure Committee report on policy making in the DES, 8-9, and the vice-chancellors' survey of university development since 1972, 4

Failsafe

Michael Binyon reports on Canadian criticism of efforts to make it more difficult for students to fail, 9

The academic "lump"

Brian Salter in a contribution to "Talking Point" pleads for a higher status for research workers, 10

Organizing innovation

Norman Evans looks at the organizational changes caused by changes in curriculum, 11

Noticeboard	6
North American news	12
Overseas news	13
Letters	14
Classified index	23

Cash crisis may 'close down entire departments'

by Frances Gibb

Universities may be forced to close some departments because of financial difficulties, Dr Rosemary Murray, vice-chancellor of Cambridge University, warned last week.

She told the 220 heads of leading independent schools assembled at the Headmasters Conference in Cambridge that teaching posts could be frozen for some time, but there came a point when the department became so attenuated as to be no longer viable.

"This is one real problem the universities have to face; whether the reduction will mean cutting out complete departments." The difficulty was that such decisions often had to be made by those involved, she said.

She urged a return if not to quinquennial financing to a three-year system, so that some long-term planning was possible.

Answering the criticism that universities are not as cost-effective as public sector institutions, Dr Murray said that *the staff-student ratio in universities was far less favourable than in polytechnics.*

In universities the staff-student ratio for all subjects in 1973 had been one-to-eight, and in 1975, one-to-8.9. The ratio was lower if one excluded medicine, veterinary medicine and dentistry, the most heavily staffed subjects. In polytechnics, the figure for 1973 had been one-to-8.8. There was no figure for 1975.

She added that, although British universities enjoyed better staff-student ratios than did most other European universities, it was one factor responsible for our far lower rate of drop out.

The research commitment of university staff, which amounted to one third of their time, was not reflected in staff-student ratios, she said, so although there were no figures of polytechnic costs comparable with those given by the universities, it was far more likely that the marginal cost of providing additional degree places would be lower in universities than polytechnics.

On student numbers, Dr Murray said, although the number of women at Cambridge had nearly doubled between 1968 and 1975, it was very disappointing that the number applying to Cambridge had only increased marginally.

The increase was because the women's colleges had taken more and also because three men's colleges, King's, Clare and Churchill, had taken women. Two more men's colleges, Selwyn and Sidney Sussex, would admit women this October, Trinity Hall in 1977, and Trinity in 1978. Other colleges were planning to admit women later.

"We are very much hoping that girls will realize that now it is easier to get into Cambridge, and more will apply," Dr Murray said. She added later that the reason more women did not apply to Cambridge was that they were put off by its long history of being difficult to get into.

She hoped that eventually one *third of students at Cambridge would be women, reflecting the balance of applications for universities between men and women nationally. Women undergraduates at present account for 1,732 students out of a total of 8,859, about 20 per cent.* There were roughly 2,200 women applying for about 600 places a year.

On the question of selection, Dr Murray said universities were accepting some students with low A levels and they would have a rough time. With the increase in the number of comprehensive schools pupils would be less factually prepared for universities and certainly less well read, she said.

Whether that would mean a lowering of standards was difficult to say, but selection would become more difficult. She emphasized however it was vital to maintain selection because it was no good providing courses of a high standard if students were unable to cope with them.

Some headmasters expressed concern about the fall in numbers of pupils applying to read modern languages. Mr Roger Griffiths, headmaster of Hurstpierpoint College, West Sussex, and chairman of the HMC working party on modern languages, said there were three main reasons why students were not taking languages: one was the traditional content of university courses, another was the vicious circle that because fewer people took languages there were fewer good teachers who in turn inspired fewer pupils, and third the lack of vocational outlets.

Dr Rosemary Murray

Universities and polytechnics, he said, should be urged to provide more joint courses (a language with another subject) careers officers should give better advice and the Government should spend more money promoting the cause of languages in general.

The working party on languages had produced a report, not yet agreed by the academic policy committee, which had recommended a new examination for post 16-year olds, with less literary content and more variety.

Professor George Steiner, professor of comparative literature at Geneva University, who was attending the conference as a guest, said Britain's linguistic laziness cut us off from Brussels where so much of the future would be decided.

There was a drastic underrepresentation of any talent by this country there, he said. This was the last country where people could throw their books in the air after O level and never look at them again.

As for mathematical literacy, we had almost committed suicide compared with other European education systems, he added. There was only one MP with a higher mathematical qualification. "It is frightening to think that so many of the basic decisions which ensure our survival economically are not accessible to people who otherwise regard themselves as educated and fully qualified."

The English numerical subliteracy, whereby an O level one said good bye to equations, was not only totally wrong for the educated human being but also for the future of the country. He suggested there should be a final examination at the end of sixth form in English, a modern language and mathematics.

One reason for the poor interest in these subjects was the lack of prestige surrounding them. Languages and mathematics teachers should be paid as much as lecturers as in the Soviet Union.

Priorities in the sixth form curriculum were outlined by Mr W. E. Anderson, headmaster of Shrewsbury School, who warned that the danger today may be sixth-form education which encourages pupils to know less and less about more and more. He outlined four priorities for the sixth form: a respect for facts, an ability to use them in discussion, the habit of sustained private work and a sense of our heritage.

Some subjects, for example chemistry rather than the sociology of education, were more important than others, but these priorities should be the product of almost any combination of subjects presented properly and vigorously studied.

They were priorities whether sixth-formers concentrated on two, three or six subjects. "That is why I believe that in seeking to broaden the curriculum the educational planners have started with the wrong question", he said. The curriculum is a tool. We should decide first what we want to make, and only then what tool does the job best.

Miss Molly Blake, headmistress of Manchester High School for Girls, warned the heads that they ignored the growth in numbers of further education and sixth-form colleges in the public sector at their peril. One third of post-16-year-olds were now to be found in further education institutions, she said. Pupils were increasingly aware that they had a real choice open to them at 16.

"Whether we believe in separate provision for the sixth form or not, we must take steps to see that we avoid the fact that it is there, that it is part of the world in which our pupils are growing up now and that it has the backing of many in the corridors of power in Britain and in the EEC." The independent schools had to be competitive not only in giving value for money, but also in continuing to provide a service to meet a need.

Fowler calls for strong DE links

by Sue Reid

A call for stronger links between the Department of Education and Science and the Department of Employment has been made by Mr Gerry Fowler, the former minister of state overseeing higher and further education.

Speaking at a key policy session at a conference of the Association for Recurrent Education at Nottingham University last weekend, Mr Fowler, Labour MP for Wednesbury, said he recently resources in Britain had been moved away from education towards the work of the Department of Employment.

But he said it was important to introduce current education philosophy into the work of the government's Training Services Agency which was currently being monitored by the Department of Employment through the Manpower Services Commission. Closer and abroad, there should be more cooperation between the education and training ministries, he said.

"My own view is that it is vital to introduce education back into the TSA's work so that every narrow training goal would like to see the Manpower Services Commission work between the DES and the Department of Employment."

Mr Fowler said that very substantial progress had been made towards the development of the National Advisory Council for Education and Continuing Education, which he set up this autumn, as did and would be an important element for the development of continuing education over the next years.

But the association said its doubts about the title of the body—originally to be called the National Development Council—and its proposed role.

It issued a statement for consideration by the DES which: "While recognizing the limitations that the present economic conditions place upon possibilities of expansion we are not inclined believe that these should use the concept of 'development' plied in the title, originally posed in the Russell report."

There was evidence that a small increase in new resources could lead to significant development, and the association urged the council would be given power to seek financial support outside the national education budget.

It claimed the DES had little regard to the concept of education and training being interrelated. A title such as "The National Council for the Promotion of Adult and Continuing Education" would imply a more dynamic role than the title proposed.

The association called on the DES to produce a much more positive and challenging document on the discussion paper on the proposed council which it had circulated to adult education organizations in July. The statement said: "We do not feel satisfied to complete a 'talking shop' merely to advise ministers about some specified future."

The association, which was formed a year ago, held the conference to formulate policy for coming year. Four main working groups put forward papers which were accepted for consideration by the association's executive.

The groups called on the association vigorously to encourage the formation of local education councils for adult education, as the Russell Report had suggested. They demanded a special working party to study the activities of the growth of embryonic local development councils already in existence.

More controversial proposals were accepted, demanding that every person be entitled to 16 years' full-time education, and that a flexible system of full and part-time study should be available to all the needs of students.

Other proposals to be discussed by the executive include an education guidance service with trained counsellors, and the establishment of local recurrent education committees to publicize opportunities, to provide with educational guidance services and to match provision to the needs of the area.

New code of practice to improve safety at work

Final proposals for legislation for the appointment of safety representatives and setting up of safety committees at places of work have been published recently by the Health and Safety Commission.

They are contained in a booklet with a draft of the Approved Code of Practice, submitted to the Secretary of State for Employment and guidelines on how the proposed statutory duties should be carried out. An Approved Code of Practice under the Health and Safety at Work Act 1974 has special legal status.

Under the regulations a recognized trade union may appoint a safety representative who would have powers of inspection relating to potential hazards and represents employees with the employer.

The draft Approved Code of Practice says that safety representatives should keep themselves informed of the relevant legal requirements, their employer's [illegible] Mr William Simpson, chairman of the Health and Safety Commission, said: "We hope the secretary of State for Employment will approve the proposals as soon as possible, bearing in mind the four months' lead in period proposed by the Commission to allow for the preparation which industry will need."

He urged employers and trade unions to take the maximum advantage of the period before the legislation comes into force to consult about arrangements for safety representatives and committees that are appropriate to the circumstances in each case.

The guidelines given are general, reflecting the Commission's view that it would be undesirable to restrict the freedom of employers and trade unions to make arrangements suitable to particular circumstances.

Guidance is given on the numbers of representatives to be appointed in particular cases, on communications between representatives and employer, and on keeping inspection records.

The Commission recommends that employers and safety representatives should jointly plan a programme of formal inspection and jointly carry it out. On safety committees, it says it should be the practice for membership of safety committees to be regarded as part of an individual's normal work. Guidance is given on committee's [illegible] Employment has rejected the Commission's proposals to give extra enforcement responsibilities to local authorities under the Health and Safety at Work Act, 1974.

Mr William Simpson, chairman of the Commission, told the annual conference of the Institute of Shops Acts Administration in Clacton that the Government had said it could not provide the extra money to local authorities to enable them to carry out their duties as outlined in the draft regulations.

Government postpones new FE council

The Government has postponed its plans to dissolve the National Advisory Council on Education for Industry and Commerce. It will take no action on the proposals before it since Spring for a new 33-member council representing the teachers' trade unions, local authorities and other interests to advise it on all aspects of further education.

So far as the Government is concerned, the future of advisory bodies in further education depends on the outcome of the committee of inquiry set up by Mr Fowler, former Minister of State for Education. That committee has yet to meet.

Keep polys under local control, Briault urges

A strong voice in favour of retaining polytechnics in local government control was raised last week by the retiring education officer of the Inner London Education Authority, Dr Eric Briault.

In his annual report Dr Briault, who leaves after five years as ILEA's chief officer, expressed the hope that the Government advisory committee on further education would recognize the extent to which both advanced and non-advanced work interlocked. More often they were provided within the same institutions.

He said: "The planning of courses and the use of accommodation and other resources within the ILEA and within the London region must continue to take account of this, and any total divorce between planning for higher education and planning for further education could only lead to confusion and difficulty."

Listing changes in the ILEA's further education colleges, including extensive reorganization of the colleges of education, Dr Briault said the ILEA's provision of higher education in terms of accommodation and student places had reached a plateau. Any further advance was several years away.

While he welcomed the way in which ILEA adult education institutes were increasingly providing for those with special needs such as adult illiterates, he predicted that such developments would depend on switching resources in recognition of new priorities rather than large growth.

Dr Briault also referred to the repercussions of the affairs of the William Tyndale Primary School on the rest of the educational system. "The broad issue is one which runs right through the provision of an education service for the whole community and ranges from reconsideration which no doubt will be given to the balance of power between the academics and the financial providers at the highest levels of education, through questions of the extent of the involvement of local communities in all branches of the service, down to the direct involvement of parents with the life and activities of schools."

Dr Briault retires at the end of the year. His successor will be Mr P. A. Newsam, at present deputy education officer.

French past is English forte

French history in the late Middle Ages is rapidly becoming an English speciality, according to Dr J. P. Genet of the history department at the University of Paris. He was speaking during the four-day Anglo-French Colloquium of Historians at Sheffield University.

The third colloquium to be held since 1970, its subject this year was "The Relationship Between the Crown and Local Communities in England and France *circa* 1400-1550".

About 60 historians attended, including Professor B. Chevallier, president of the University of François Rabelais, Tours, Professor A. Legual of the University of Dijon, and Professor R. Scheurer of the University of Neuchâtel.

The organizer, Dr Robin Jeffs, gave a paper on Henry VI, rescuing him from the charge of Yorkist and Tudor propagandists that he misgoverned.

While papers were read in English, chairmen's introductions and questions from the audience frequently came in French. English papers included long extracts from documents in French, while afterdinner speeches were made in both tongues.

Three 'rebel' academics face job transfers

by Judith Judd

The Vice-Chancellor of Birmingham University, Dr Robert Hunter, has decided to move three academics to other departments following disagreements between them and their head of department, Professor Janusz Kolbuszewski.

The decision follows an inquiry into the running of the department of transportation and environmental planning, under the chairmanship of Professor Owen Hood-Phillips.

In a statement to staff, Dr Hunter said he was giving the opportunity "to those members of staff most closely concerned with the disagreements to work elsewhere."

The three are Mr Frederick Hobbs, senior lecturer, Mr Michael Bellby, lecturer, and Mrs Emily Davies, research fellow.

The university is keeping the report secret but Dr Hunter said: "We maintain, in the light of what I have been advised, that a serious situation has arisen in this department, where a number of people feel unable to give the head of that department the support which is clearly required by the regulations and ordinances of the university."

Later he said: "The evidence presented to me suggests that this department can remain a worthwhile academic unit under Professor Kolbuszewski's leadership.

"You will be glad to know that after the inquiry by the secretary of the university and the auditor there are no grounds for concern about the conduct of the department's financial affairs."

The three members of staff will be offered comparable positions in other parts of the university. Dr Hunter is to have private discussions with them first.

A spokesman for the Association of Scientific, Technical and Managerial Staffs, of which the three are members, said they were not satisfied with the report, nor with the solution proposed by the vice-chancellor. They would be raising further questions with Dr Hunter and would hold a meeting to decide on action today.

It is understood that lecturers complained they were not being consulted enough about decisions taken in the department.

Mr Bellby said that there were many issues involved in their complaints about the running of the department. "This issue involved a lot of matters throughout the university with regard to university management. I hope to see the vice-chancellor and the chairman of council about them." He did not want to say more at this stage because of his personal position.

Mr Hobbs declined to comment.

Students mail alternative prospectuses to schools

Manchester University students' union have taken the initiative in a campaign to send out in the mail alternative university and polytechnic prospectuses.

Some 4,500 schools and colleges are to receive copies of five alternative prospectuses written by students from Manchester University, University of Manchester Institute of Science and Technology, Salford University, Bristol Polytechnic, Bristol University. They should arrive over the next month, together with a new directory of alternative sources of work and learning.

The national mailing scheme has been prompted by the number of student unions now producing alternative prospectuses. The students felt that their impact would be greater if distribution was coordinated.

Some 10 universities and polytechnics now produce alternative prospectuses, and there are another 14 in the pipeline.

The new directory, *Ways and Means*, is to give information that traditional sources—schools, colleges and careers offices—might not be able to provide.

Under the heading "Alternative Learning" are listed the Open University, counter courses, Workers' Educational Association branches, alternative libraries, and cooperative education.

There is information on alternative publications, on publishers and bookshops, and on radical organizations and alternative work such as work collectives and voluntary work.

Bristol Polytechnic's alternative prospectus gives a definition of polytechnics, and recounts their history. "Polytechnics have come a long way. They are less technology-based than previously, they have acquired new buildings and better staff", it says. "However, many of the old problems remain: most are still multi-sited; much of their equipment is outdated; there is a massive numerical sexual imbalance; and they still deep-down feel second class."

Later on it says: "Let's face it, polys are third class universities. The facilities are poorer and more cramped, the lecturer/student ratio is worse, the libraries are only shadows of the universities' equivalent, the sports facilities are not comparable, and the university students almost invariably have better A levels.

"If you come to a poly you individually may not be inferior, and your lectures may not be either, but everything else will be. You can still have a good time."

Manchester's prospectus warns prospective students not to be fooled by "university propaganda" as much of it is formulated by professional public relations departments or companies, and can look very alluring because of the extravagant expenditure on it.

The only worthwhile thing on which to base one's choice of college, university or polytechnic is the individual's opinion of which place offers the best course for him or her, it says.

UMIST's prospectus highlights certain features of the institution, such as its low percentage of women (12 per cent) compared with a national average of 30 per cent. The university's courses are mainly traditional, it says, although it is beginning to introduce more flexible degree courses, such as those in management and chemical sciences.

Students should ask themselves, before submitting an application to UMIST, why they want to enter higher education, why they want to enter university and why they want to enter UMIST, it says.

Historians urged to use films

A plea to historians to make more use of non-written study materials such as films, radio broadcasts, newsreels and television was made last week at a conference organized by the British Universities Film Council.

Mr Nicholas Pronay, a historian from Leeds University, said modern communications were an important subject of study by contemporary historians, and an important tool of research.

"It is generally accepted by both historians and social scientists including students of politics that the mass communications system of any country in the twentieth century is a significant part of its political structure.

"Few would regard as ideal any history of the political systems of the twentieth century which did not deal with this. The problem is that, apart from the press, we need to deal with a non-written medium which presents intriguing problems for a university system geared to teaching, learning and examining in the medium of writing."

Mr Pronay described to the conference, devoted to the theme of film and television in the study of politics, the first three years of a course he had run within the department of history at Leeds. It used audio-visual material, and was a practical introduction to the techniques of mass communication. It included themes such as British propaganda in the First World War, the rise of the popular press, propaganda in the totalitarian regimes of the 1930s and the origins of broadcasting in Britain.

Dr Hampson attacks 'feeble leaders'

Criticism of "feeble leadership" in the Department of Education and Science came this week from Dr Keith Hampson, Conservative MP for Ripon and one of his party's education spokesmen. He also criticized the game of musical chairs which its ministers played.

Dr Hampson said: "The degree of disruption is disgraceful. There have been three secretaries of state in two and a half years, four changes in the higher education slot and 12 different ministerial changes in all. No wonder the Department's officials are dispirited. No wonder the record has been a purely negative one, with the service having a feeble voice when it came to financial cuts."

In speeches to local Tories, Dr Hampson, a former university lecturer, made special reference to the resignation of Mr Fowler, former Minister of State for Education, praising him as a man capable of filling the Labour Party's policy vacuum.

"It will be hard to make up for the sacking of the one man who has brought to the DES more knowledge, experience and imagination than almost any minister in the past decade. Gerry Fowler has established a new law—that of diminishing tenure. Three times he has been in office, each shorter than the previous one."

Mr Fowler's successor was a "worthy man" who deserved promotion. Yet he would have to learn all about education from scratch relying on Miss Margaret Jackson, the Parliamentary Under-Secretary, who, Dr Hampson said, had not had a happy six months in office.

Dr Hampson said Mrs Williams was moderate and sensible, but not noted as a good administrator. She ought to prove her good will by withdrawing the Education Bill and its provisions for the extension of the comprehensive principle to secondary schooling, he said.

Engineering crisis solved

A two-year-old crisis in the engineering profession has been resolved. The Council of Engineering Institutions agreed last week to submit a new constitution for approval to the Privy Council—and as a result, the rebel Institution of Electrical Engineers is expected to abandon its plan to resign from the council.

The new constitution—originally put forward by the Institution of Production Engineers, whose president is Dr George Brown, director of North-East London Polytechnic—will allow for the direct election of half the council's governing body by a free vote of Britain's 170,000 chartered engineers, regardless of the institutions to which they belong. The other half will be nominated by the 15 chartered engineering bodies affiliated to the council.

Under a previous proposal, which led to the electrical engineers' rebellion, the direct elections would have been organized on a "constituency" basis, with the chartered engineers in each institution voting in their own representatives.

The opponents of the scheme (including the Institution of Mechanical Engineers, which had hinted that it also might resign from the council) argued that this would give too much power to the smaller institutions, and would further delay the advent of the unified professional voice that engineers urgently needed.

The new constitution is likely to take effect in 1978.

But the agreement is unlikely to stop calls for a public inquiry—possibly in the form of a Royal Commission—into the engineering profession. A number of MPs, led by Mr Arthur Palmer (Labour, Bristol North-East), a member of the Institution of Electrical Engineers, are pressing Mr Varley, the Industry Secretary, for an inquiry into statutory registration of engineers, recruitment and qualification standards and relations with other professional bodies in Europe.

All these matters, it is felt, bear on the low status of British engineers, which many MPs and Government members believe is at the root of the nation's economic problems.

Polytechnic director criticizes myth of 'local institutions'

by David Walker

It is a myth to say that large institutions of higher education in the public sector are local, Dr George Tolley, the director of Sheffield Polytechnic, told a group of local education officers this week.

He said other myths were that any regional machinery for higher education would work without the universities, and that there could be proper regional planning through the existing advisory councils.

Dr Tolley said the polytechnics had not been "local" for a long time—if they had ever been. He told a meeting of the north region of the Society of Education Officers: "I am not wishing in any way to deny local achievement in building up these national institutions, nor to seek to reduce the direct and necessary links between those institutions and the local community in which they operate.

"The point is whether their autonomy should be circumscribed by the representatives of the ratepayers knowing that the services provided are neither demanded by the ratepayers nor paid by them."

Dr Tolley gave the polytechnics' view of local authorities, saying their role in running higher education was "anachronistic", and was justified neither in terms of democracy nor of accountability.

"The exercise is not that of maintaining an LEA principle, unless this is wholly justified; it is not that of extending the life of regional advisory councils, unless they are necessary; neither is it that of perpetuating a binary system unless such a system is effective and necessary. At least, the exercise ought not to be primarily concerned with these things."

Dr Tolley suggested a regional solution to the management of public sector higher education. Costs would become the responsibility of a national body while regional authorities similar to the water boards would be established.

He warned that if new regional machinery were to work its salaried officers would have to have a level of skill that had not been seen in the regional advisory councils.

The regional solution was no panacea, Dr Tolley said. There was no evidence that regional institutions would necessarily reduce the demand for student residences, nor was it clear that industry and commerce and the public services in a particular region would be better served by regional colleges.

"Resource allocation, if done on a regional basis, must involve some national considerations in respect of the special, sometimes unique, and usually very expensive, resources required from time to time. Nor every region can justify identical facilities and resources in every branch of science or technology or in art and design, for example.

"Regions, however large, cannot in the end be independent republics, choosing to provide or not to provide. That would be a negation of the national interest in the name of regional self-determination. The settlement of priorities and claims between regions will remain as a national necessity."

Dr Tolley said universities could be left out only if their work did not overlap with that of the polytechnics. In fact such differences as there were between the two institutions seemed more likely to lessen, he said.

Sir Roy has cautious welcome for new Education Minister

by Annabel Ferriman

The appointment of Mrs Shirley Williams as Secretary of State for Education was given a cautious welcome last week by Sir Roy Marshall, secretary general of the Committee of Vice-Chancellors and Principals.

Speaking at the annual conference of the Standing Conference of University Information Officers, Sir Roy said he was sure Mrs Williams would act with "charm and intelligence".

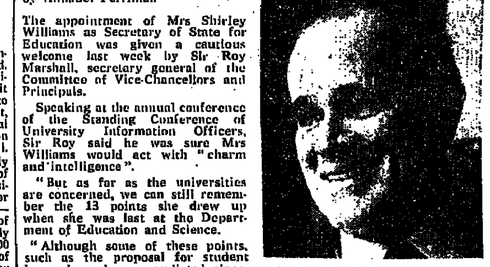
"But as far as the universities are concerned, we can still remember the 13 points she drew up when she was last at the Department of Education and Science.

"Although some of these points, such as the proposal for student loans, have been repudiated since, it is still worrying for the universities", he said.

Her 13 points for university reform included a radical proposal that students should only receive grants if they agreed to be "directed" into specific jobs when they graduated.

She also suggested restricting the numbers of overseas students, a greater use of part-time and correspondence courses, a two-year university qualification, and the reorganization of the academic year.

Commenting on the recent debate on higher education in the House of Lords, Sir Roy said that Lord Eccles's claim that the universities held themselves aloof from the rest of the education system had some justification.



Sir Roy Marshall.

"But it is necessary to consider the context in which this attitude of aloofness develops. It is fashionable now to talk in terms of slogans, such as 'egalitarianism versus elitism, and to criticize the universities when they talk in terms of academic excellence as though this is a gospel no longer worth listening to.

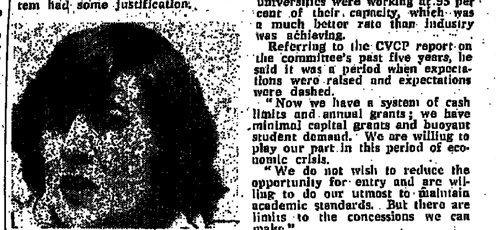
"For this reason, the universities might appear aloof, but the reality is that they find it hard to make their voice heard."

Sir Roy went on to say that great play had been made of the fact that there were 18,000 empty science places in the university. But the other ways of looking at it was that universities were working at 95 per cent of their capacity, which was a much better rate than industry was achieving.

Referring to the CVCP report on the committee's past five years, he said it was a period when expectations were raised and expectations were dashed.

"Now we have a system of cash limits and annual grants; we have minimal capital grants and buoyant student demand. We are willing to play our part in this period of economic crisis.

"We do not wish to reduce the opportunity for entry and are willing to do our utmost to maintain academic standards. But there are limits to the concessions we can make."



Mrs Williams.

CVCP five-year report, page 4

CVCP REPORT

Committee of Vice-Chancellors and Principals' report on the period 1972-76

Universities have reaffirmed faith in the future

Chairman's foreword

This report sets out to make an assessment both of the universities' experience and of the work of the Vice-Chancellors' Committee over four years in which economic crisis has been a recurrent national theme. It is written at a time when that crisis is not yet resolved and when the outlook for universities, as for many other sectors of the community, remains uncertain. The report inevitably focuses on areas of particular concern to the universities—for it is a major function of the Committee to identify and represent these—yet it is basically neither a pessimistic document nor one which conceives of the universities in isolation.

From the time when cuts in income were imposed on a wide range of publicly-financed institutions and services, the universities fully accepted that they should bear their fair share. First within reduced levels of income—which have involved painful decisions and economies—and subsequently without the benefit of any quinquennial framework in planning or finance, universities have done their best to maintain their commitment to teaching, research and the opportunity for entry to higher education without damaging the standards they have achieved and the maintenance of which they regard as fundamental. In attempting to honour these commitments they affirm their faith in the future.

Universities have not accepted the present terms of operation nor the temporary suspension of the quinquennial grant lightly. They have done so as a measure of necessity imposed by the grave economic crisis. Their response to and contribution towards meeting that crisis have been notably assisted by the fact that the UGC block grant principle has been sustained and the ability of individual universities to exercise their autonomy has not been impaired. In a difficult period of adjustment the Vice-Chancellors' Committee has played an increasingly important role in coordinating centrally the individually expressed university views, in supporting the UGC's role by speaking publicly on behalf of universities, and in emphasizing in the national arena the universities' very real contribution to the national well-being.

Communication has been a crucial factor in these circumstances and in this context I should like to pay a particular tribute to the work of Sir Hugh Robson, formerly vice-chancellor of the University of Sheffield and presently principal of the University of Edinburgh, and of Sir Arthur Armitage, vice-chancellor of the University of Manchester, as successive chairmen of the committee in the period under review. Also reflecting the importance which the committee attaches to this factor was the decision to create the new post of Secretary General and to appoint to it in 1974 Sir Roy Marshall, formerly vice-chancellor of the University of the West Indies. I speak again for my fellow vice-chancellors in expressing warm appreciation of the contribution of Sir Roy and his colleagues in the secretariat.

Much of what follows in this report is of course concerned with the developments that have affected universities since 1972. However, the committee is also looking to the future, despite present uncertainties and the need, in a situation of annual grants, to limit firm planning to the very short term. Because so many of universities' commitments are long-term, for longer-term planning and finance can be reconstructed as soon as the exceptional circumstances which led to the suspension of the quinquennial system begin to abate.

Simultaneously there will be the need to review the implications for universities of factors during the [illegible] which are already known, particularly the declining numbers of school-leavers during the decade and what will mean for the present pattern of university provision. Also early in the 1976-77 academic year the committee will be considering the final report of its study group on the nature and structure of post-graduate education, which is currently being completed after a wide debate with universities.

Each of the universities attaches the greatest importance to its autonomy and the incentive to efficiency which responsibility for its own affairs provides. But [illegible] the search for answers to common problems [illegible] to increased cooperation between universities. [illegible] be expected that the Committee, as the [illegible] problems are discussed, will become of increasing importance in the future.

John Hobbs

Recurrent finance '75/76, '76/77

Recurrent grants for the past two years of the quinquennium have been announced on an annual basis. The sums made available for 1975-76 and 1976-77 incorporate a notional element in respect of inflation, thus replacing the supplementation arrangements previously applying. In addition, the cash-limited grant for 1976-77 has to cover the cost of any increases in the salary scales of academic and related staffs, which were previously met by a separate, and guaranteed, supplementary grant.

On each occasion, the recurrent grant has been announced less than six months before the beginning of the year to which it relates and this has compounded the difficulties faced by universities in forward planning—for example, in having to take decisions on the numbers of students to be admitted without knowledge of the level of resources available to support them.

Continuing national economic difficulties have also influenced the real level of grants announced. While the committee on behalf of the universities has accepted that in a period of economic crisis the universities cannot expect to escape the limitations on all sectors of public expenditure, it has nevertheless made clear its view that if the level of real grant continues to decline standards cannot be maintained.

In this context and in the absence of what would have been the normal arrangements leading to planning for the 1977-82 quinquennium and against the background of national economic difficulties, the committee at the end of 1975 published a paper, *Universities in a Period of Economic Crisis*, in which it emphasized the universities' determination to maintain their national contribution in the immediate period ahead despite reduced resources, but warned about the long-term damage [illegible] some planning [illegible] pointed to the need, if limited resources were to be used to best effect, for assurances about an early return to proper long-term funding. There have been several ministerial references to the need to consider what arrangements should follow a period of annual planning, and the committee will naturally wish to take its full part in whatever discussions are held.

The imposition of firm cash limits on all expenditure for 1976-77 has many implications for the universities, not all of which are yet apparent. Moreover, the new financial arrangements were accompanied by a UGC decision, following the Government's announcement of the 1976-77 grant, to hold back a proportion of the monies to provide, among certain other items, for increases in costs arising from salary and wage settlements within the terms of the Government's incomes policy.

Postgraduate education

During the last three years the role of the universities in postgraduate training and research has been a recurring theme in the discussions of the committee. In the course of 1973, the committee submitted both written and oral evidence to the Education and Arts Sub-Committee of the House of Commons Expenditure Committee which was then examining postgraduate education.

The evidence given by the committee referred to such matters as the diverse nature of postgraduate work, the cost of those activities and the relation of postgraduate provision to future employment opportunities.

The Third Report of the House of Commons Expenditure Committee for the 1973/74 session, published in January 1974, was specifically concerned with postgraduate education and it proposed far-reaching changes in the nature of postgraduate work, especially as between pre- and post-experience study and in the financial arrangements for the support of graduate students. With the stimulus of the publication of this report, the committee decided in 1974 to widen the scope of its own discussions to cover a reappraisal of the whole postgraduate field, including the status and financial support of courses.

As a first step, it instituted an examination by the standing committees concerned with academic affairs and with university finance and development of the nature of the present and prospective opportunities for postgraduate study and research. In the light of these discussions, the committee decided that a special group should be set up to undertake a detailed and wide-ranging study of postgraduate education.

The study group began its work in November 1974. At the outset the universities were invited to submit their views and a number of other bodies were also consulted. It was decided that, in order to contribute to the wider national discussion then developing about the place of postgraduate education, a first report should be published by the end of the 1974-75 session. Accordingly, a report was presented to the committee at its meeting in Edinburgh in July 1975.

In this report the group attempted to analyse the present problems relating to postgraduate education and at the same time to inform those outside the universities who were unacquainted with such work of the importance which the universities placed on the different aspects of postgraduate study. The report made an assessment of the present provision for postgraduate education of various kinds, both full-time and part-time, in the whole spectrum of disciplines; it thus covered the role of postgraduate research, of "taught" courses, of courses for professional qualifications and post-experience courses.

It also drew attention to what the study group saw as shortcomings in the existing arrangements—for example, as regards the value of student awards for postgraduate work and the need to make the significance of masters' degrees better understood by employers and the general public—and it advocated a number of improvements.

The group continued its work during the 1975/76 session and in particular gave consideration to two other recent reports on post-graduate matters: *Postgraduate Training: The Report of an SRC Working Party* and *New Postgraduate Patterns: Blending the Natural and the Social Sciences: the Report of the Joint SRC/UGC Committee*. With the agreement of the SRC, universities were asked to submit consolidated comments on all three reports. The replies elicited widespread support for many of the study group's proposals and they reflected the importance which had been attached to the questions raised.

Horner's view of V-C's plight, December 1975.

Tuition fees

During the period under review, there was no increase in university tuition fees until October 1975. Although an increase of £70 was then applied to students from both [illegible] had been introduced by the Government in 1967 was perpetuated in percentage terms, the extent of the differential was in fact diminished during 1975-76, fees rising from £70 to £140 in the case of home students and from £250 to £320 in the case of overseas students. Nevertheless, university opinion had been strongly opposed to the differential since its introduction and it remained a source of continuing ill-feeling and difficulty.

Meanwhile, in January 1975, on the initiative of the committee, a joint working party was set up with the UGC to undertake a comprehensive examination of the question of university fees, with particular reference to fees for overseas students, and to make proposals for changes. The working party made an interim report in December 1975 which established the relevant facts and explored various bases for future policy. To allow time for debate, the working party also recommended, as an interim measure, that fees for 1976-77 should be raised in proportion to the increase in university costs since 1975-76. In an announcement by the Secretary of State later the same month, it was proposed that fees for the session 1976-77 should be [illegible]

The working party published its final report in June 1976. At the beginning of July the Secretary of State announced proposals concerning fees for 1977-78. In his statement he accepted the view of the working party that government grant to universities would no longer be calculated on the basis that universities should be expected to charge overseas students a higher fee than home students for the same course or programme. He also proposed, in accordance with the general approach of the working party, to introduce an arrangement whereby students in receipt of mandatory awards would no longer be required to pay any part of the tuition fee. Hitherto, a not inconsiderable number of them had not received a large enough award to cover the whole of their fees. However, the level of fees envisaged by the Secretary of State was very much higher than that proposed by the working party, to an extent that will have important implications for university finance.

Capital

Although in the period under review the problems of capital provision have had less immediate effect than those of recurrent finance, the committee has none the less been concerned with a number of serious difficulties facing universities.

In 1969, revised consultative arrangements were agreed with the UGC, the principal objectives of which were to enable the committee to be kept fully informed of developments and to ensure that consultation took place at a sufficiently early stage for any of its comments to be taken into account by the UGC before final decisions were made. A wide range of matters has been dealt with in this way through the committee's building subcommittee. Throughout this period, the Vice-Chancellors' Committee has also continued to provide information to university officers on building matters, normally through its building information service.

Reference has already been made to the cut in the capital grant for 1974/75 which resulted in a reduction in the rate of new university building by about a half. Although the lower rate was maintained in 1975/76, the grant was cut yet again for 1976/77 to a figure of £[illegible] result, apart from the [illegible] needed for the expansion of education, the limited [illegible] building have been [illegible] for converting and improving existing premises rather than providing new ones. The present level of available funds is quite inadequate to keep pace with the need to replace obsolete buildings as the committee has drawn attention in this in relation to future building programmes.

In this period the committee has been particularly concerned with the difficulties which universities continue to face in providing additional residential accommodation for the increased numbers of students. Most residential building projects in the past five years have been loan-financed [illegible] finance being provided by the commercial loan assisted by a UGC subsidy which in some cases has been supplemented from a [illegible] generously provided by the Wolfson Foundation for this purpose.

The committee, [illegible] with the UGC, has kept the arrangements for such projects under regular review in order that the best use might be made of the limited resources available.

Extracts from the CVCP "Report on the period 1972-76".

Don's diary

Sunday

Leaving a wife and two innocent children soundly asleep, I don vest and shorts and launch this delicate body into the chill morning air. Two miles and a good deal of heavy breathing later, my two veteran colleagues are willing. We stagger a further eight miles round the lanes of outer Birmingham before collapsing in a chair to await tea, toast and gossip.

The routine of the Sunday run has lasted for 23 years and has become something of a religion. There is a duty to appease the gods of physical excellence with a sacrifice of perspiration. Once the duty is discharged a feeling of virtue permeates the psyche. Experience has shown that neglect of the athletic devotions leads to depression and feelings of profound unworthiness.

Pedestrianism on the Lord's day is not entirely a replacement of the traditional methods of Sunday observance. It is more a matter of convenience — there are fewer people and dogs about.

At a prearranged time the works manager is called away to deal with a crisis at the other end of the site. We prepare to take our leave. Peter is peeved that we have not time to inspect his new colour booths, but cheers up at the promise of a new multi-channel recorder.

Monday

Early start for South Wales. Traffic on the M5 is diabolical—as usual. Today's mission is to a factory which manufactures floor coverings. Our student is researching into the control of colour in vinyl floor tiles. My colleagues, a production engineer, a chemical engineer, and myself, constitute three-quarters of the supervisory team. The other member is the works manager of the firm.

After coffee and a period of acclimatization to the factory tannoy system which sings out messages in a kind of Welsh industrial liturgy—we get down to business.

Compared with industrial PhDs, the traditional university higher degree is a cakewalk. On a sandwich-type research project, the student has to overcome technical and people problems in addition to searching for scientific novelty.

Our young man wants to monitor raw material more closely. Not a difficult problem by any standards, but the reluctance of the men downstairs to be observed as they shovel the limestone and what-have-you, must not be overlooked. It is decided to premix the ingredients and simply ask the loaders to empty the bags into the relevant hopper. Subject, of course, to obtaining the necessary prior approval from the work force.

The first thing a student has to learn—particularly if he is operating on the shop floor—is the correct communication sequence. See the manager first, then the foreman, and then the shop steward.

After a generous lunch, the proceedings begin to drag. To keep awake, I log the contributions made to the discussion by each member of the team. The sociogram reveals that in the last hour, 45 separate speeches have been made—the majority of which lasted only a few seconds.

The slide of a bony figure padding through the streets seems to top long-forgotten reservoirs of juvenile humour in the average bystander. "Missed a bus, mate?" asks one, while his numerate friend chants, "One-two, one-two". The most obscene remarks originate from young ladies who are invariably waiting at bus stops.

Afternoon: round up the kids and proceed to Family Club at the University Sports Centre. Two glorious hours when parents can enjoy a game of squash, badminton or table-tennis while little Johnny, under the watchful eye of the sports staff, bounces on a trampoline or bashes hell out of a football.

Tuesday

A disadvantage of using business games is that one is never quite sure of their effectiveness. Can they really teach multi-variate decision-making or provide an accelerated vicarious experience of real life? What is certain is that participants enjoy playing, and usually end up with a high level of motivation.

Today we unveiled our research manager game which is the first module in a family of business exercises to be known as the total technology game. The aim of this integral venture is to provide material for training the managers of technical enterprises.

At 9.30 a.m the clock starts, the four team leaders collect information from the control room, and are instructed to return with their next set of decisions by 10 a.m. By 9.50 am teams A, B and C are waiting for the changeover. At 10.05 am team D has still not arrived and the clock is stopped. This is a problem we had not anticipated—after all, you expect players to stick to the rules. A visit to team D's room reveals an assortment of individual supporting beards and long hair, and wearing sandals and open-necked shirts. The other three teams are immaculately dressed in sharp executive suits. Oh well, initial impressions are often misleading. Twelve minutes later, the game restarts.

As the day goes on, the action becomes fast and furious. My secretary, who writes novels in her spare time, has proved to be highly numerate, and between us we endeavour to translate information from several hundred tables.

Alan Mountgomerie, the game's co-author, is doing the host's job and showing round observers. Professor John Verschuur waves, and in acknowledging his greeting, I knock over a tray of documents.

Stop the clock! The ruthlessness of some of the teams is surprising—pink fringe team D do not hesitate to make employees redundant for a minimal cash benefit. Proceedings close at 5.30 pm after the game has run for 15 cycles. We tidy up, and then collapse in the pub next door.

I am not sure if the players learned anything from the game, but I certainly learned from their analysis. All the team rooms were littered with graphs, charts, project matrices and budget calculations. Good lecture material here.

A long evening is taken up with the tricky business of evaluation. Each team is judged on its efficiency—how tight a ship did it run?—and its effectiveness—how many successful new products had it managed?

Surprisingly, one team ended top of the pile in all aspects. Have you guessed? Yes, it was our relaxed friends in team D who have swept the board. MDs please note—appearances can be deceptive.

Wednesday

Postmortem on the business game. Response generally favourable with some useful bits of feedback for the next run. I am surprised how involved some players become; for them, winning is all important, a failure represents a serious loss of face.

All this is a bit worrying as the whole purpose of a simulation exercise is to allow participants to learn from their mistakes without suffering the normal consequences.

The rest of the morning is taken up with my weekly lecture to the postgraduate mathematicians. Today's topic is "model building" which, disappointingly, does not receive a very enthusiastic reception. Not that the lads are actively hostile, it is more the wooden quality of their responses. Never mind; I have handed out 30 pages of printed notes—the standard academic insurance policy.

Spend the afternoon discussing the problem of teaching numerical skills to social scientists. My favourite approach is to begin by quoting the sex equation. This formula, based on empirical evidence, purports to explain frequency of sexual intercourse in terms of age. It never fails.

Before I have finished writing, the whole class is furiously substituting their own ages into the equation. After a few minutes and a lot of worried faces, their attention is drawn to the small print—the formula only works for people between the ages of 30 and 70. Relief all round. It is not difficult to persuade the group to work on methods of modifying the equation.

The general problem of teaching numeracy to social scientists can be partially overcome by using a "words" approach. Most students in this area are intelligent and highly articulate—so that the secret of effective communication simply requires the translations of formulae or equations into words. Once the student accepts the verbal statement he has no difficulty in translating this into symbols.

In business appearances can be deceptive

Thursday

Board the early train for London armed with toothbrush and pyjamas. Today's grist reference is a rather stylish hotel in Lancaster Gate. From midday, managers and senior executives from all parts of the United Kingdom will be converging on the hotel to attend an in-house training jamboree. True to form, the opening lunch is excellent and the opening speeches rather less so.

The main body of the programme is taken up with the individual presentations of graduate trainees. Each speaker talks for about half an hour, and this is followed by a short discussion in which managers are asked to comment. In theory, these sessions provide useful inputs for the novices in terms of managerial advice and interesting feedback for the bosses as to what new work is going on in other parts of the company. In practice, however, the meetings are used for talent spotting. The "high flyers" are on display and they know what is expected of them.

As this company is our best customer in that a good proportion of its graduate training is carried out through the IHD Scheme, we are anxious that our students project a good image. They do.

Acting is probably the most important single skill necessary for a successful career in industry. To be able to breathe life and enthusiasm into a discourse on the technical properties of tap-washers or Wellington boots takes some doing. Communication courses, presentation packages and human factor workshops all help, of course. It is fascinating to monitor the transformation of a new graduate from a dry and rather introverted young man into a soap-suds version of Elmer Gantry.

After dinner, the main business of the day is carried out in the bar over drinks and more drinks. The old-timers discuss old times, and the youngsters discuss the concept of masculinity. At 1 am the party breaks up. Some of the young bloods set out for Soho, while a few of the seasoned campaigners flush out the night porter for yet another nightcap. At 2.30 am the youngsters return looking disappointed.

Friday

My favourite cure for a hangover is a short, sharp run of about three miles. Fortunately, Hyde Park is close at hand and the spirits can be exorcised in reasonable privacy.

Back in the Second City for the afternoon and my final appointment with Mr Bullock. About a year ago I decided that the make-do-and-mend treatment of my local dentist was not enough, and signed on as a patient at the Birmingham Dental Hospital.

After 45 hours in the chair the job has been done. It has been a fascinating experience. Surface anaesthetics and injections reduce the discomfort to zero and enable one to take an interest in the mechanics of what is going on. Students have plenty of time and are anxious to impart their new-found knowledge. Cutting retentions, fixing pins, and fitting crowns are now an open book to me.

This mixture of educational theory and practical experience employed in the training of both doctors and dentists could perhaps give some pointers for more traditional university courses. No doubt thinking of this kind was behind the introduction of the teaching company scheme.

M. K. Hussey

The author is a tutor with the interdisciplinary higher degrees scheme at Aston University.

SEPTEMBER PENGUINS

Business and Management

THE ANATOMY OF DECISIONS
P. G. Moore and H. Thomas
With mathematics and probability theory playing an ever greater role in decision-making, this book gives a rigorous and largely non-technical account of the latest developments.
Penguin Education £1.25

Economics

THE ECONOMICS OF CAPITAL BUDGETING
Michael Bromwich
An analysis of the problems of allocating capital within the firm, dealing with the firm's total capital and the financing and planning of specific projects.
Penguin Education £2.00

History

EUROPE SINCE 1970 An International History
James Joll
In this comparative survey, James Joll attempts a broad synthesis of a long and crowded period of history, when the main themes were provided by great mass movements – liberalism, fascism and communism.
Pelican £1.75

Literature

THE SCIENCE FICTION OF EDGAR ALLAN POE
Edited by Harold Beaver
Presented together for the first time, and including the celebrated *Eureka*, the sixteen stories in this volume reveal Poe as both apocalyptic prophet and pioneer of science fiction.
Penguin English Library 90p

Philosophy

THE CENTRAL QUESTIONS OF PHILOSOPHY
A. J. Ayer
'This is philosophy written in a cool hour by a reflective man . . . If there is a better empiricist introduction to Western philosophy for intelligent readers of the 1970's, I cannot name it.' – *David Mitchell in the Sunday Telegraph.*
Pelican 80p

Politics

WILLIAM GODWIN AN ENQUIRY CONCERNING POLITICAL JUSTICE
Edited by Isaac Kramnick
The themes of Godwin's call to freedom echo through later anarchist writings, for this is the most complete statement of rational anarchism ever attempted.
Pelican Classic £2.25

Sociology

THE COMING OF POST-INDUSTRIAL SOCIETY A Venture in Social Forecasting
Daniel Bell
Professor Bell identifies the significant and enduring changes that are taking place in our economy, our class structure and our political institutions.
Peregrine £3.00

NOTICE BOARD

Chairs

Mr Frank Carter, formerly senior lecturer in German in the department of European studies at Loughborough University, has been promoted to the chair of modern languages.

Dr Henry Bedson, reader in virology in the department of medical microbiology, Birmingham University, has been promoted to the chair and headship of the department. The name of the department has been changed from virology to medical microbiology.

Grants

Glasgow

Community medicine—£26,321 from the Scottish Health Education Unit for a study of health education in health centres under the direction of Professor G. T. Stewart.

Lancaster

Engineering—£12,200 from the SRC to develop a scheme aimed at converting energy from sea waves at a low capital cost under the direction of Professor Michael French.

Appointments

Universities

Birmingham
Reader: Dr I. R. Scott (judicial administration).

London
Goldsmith's College
Deputy Warden: Mr A. E. Firth.

Loughborough
Lecturers: Mr T. W. Macoun (environmental health engineering); Ms J. E. Forbes (French); Mr J. R. Marshall (psychology); R. G. J. M. Cave, G. M. Cheetham (library studies); M. J. Robbie (law and practice of banking); Dr T. E. Chung (materials engineering); Dr D. Cramer (social psychology).

Warwick
Lecturers: P. J. Burns (accountancy and finance); Dr B. G. Buzan (international studies); V. A. Clarkson (psychology); Dr A Colman (biological science); L. R. Dominelli (applied social studies); C. L. P. Ferdinand (politics); J. G. F. Hills (history of art); J. P. King (history); Dr M. D. McDuff (mathematics); Dr M. J. Steedman (psychology); A. G. Waller (operational research).

Polytechnics

Leicester
Senior assistant director: Dr B. A. Fisher. Dean of the faculty of education, humanities and social science: G. Crook. Heads of schools: D. M. Wood (education); Dr Joanna Thompson (life sciences); E. G. Barlow (speech pathology); D. E. John (economics and accounting); A. Clark (law); W. Sharpe (physical education).

General

The Coordinating Committee for the Training of University Teachers: Dr Christopher Matheson has taken over the post of coordinating and research officer from Mr Alex Main, who is now adviser in educational methods to the University of Strathclyde. The committee's new offices will be at The Registry, University of East Anglia, Norwich NR4 7TJ. Tel: (0603) 56161 ext 2691.

Association of Art Institutions: Sir Paul Reilly has been appointed president. He will succeed Lord Goodman.

Course news

"Twentieth century English and American Poetry", "The historical experience of Black people" and "Depth psychology" are some of the evening courses organized by the School of Communication, Cultural and Community Studies of the Polytechnic of Central London to begin on October 4. Further information from the School, Staff and Student Centre, Polytechnic of Central London, 104-108 Bolsover Street, London W1P 7HF.

"Introduction to scientific photography" is a lecture course and workshop comprising 20 evening lectures (two sessions each evening) to be held at the Polytechnic of Central London from October 11 to December 13. It is intended for photographers in industry, government service and educational establishments and should also be of interest to teachers of science or photography in secondary schools. Further details from the Short Course Administrator (School of Communication), Short Course Unit, PCL, 309 Regent Street, London W1.

Forthcoming etc

"Looking at Research" is a lecture by Sir Douglas [illegible] scientist at the Department of [illegible] and Social Security, to be given on October 7 at Bevridge House, Malet Street, London. It will inaugurate the [illegible] Graduate Medical Federation's series on the "Scientific basis of Medicine".

"A new approach to the treatment of [illegible] renal failure" by [illegible] Lecture, is to be delivered by [illegible] Roslin on October 14 at the Royal College of Surgeons of England, [illegible] Inn Fields, London WC2. 6P.M.

"Deities in Aegean [illegible] after the Dark Age" is a [illegible] lecture by Professor [illegible] professor of Aegean [illegible] [illegible] University, to be held on [illegible] 27 in Tuke Hall [illegible] Admission free.

Noticeboard [illegible] by Patricia Santinelli and Pauline Gra[illegible]

Open University programmes October 2 to 8

Saturday October 2

BBC 2
7.40 Mathematics Foundation Course: Graphs in practice: prog 33(r).
8.05 Arts Foundation Course: William Morris and industrialization (A100): prog 5-8.
8.30 Topics in Pure Mathematics: Constructing Splitting Fields (MST222): prog 3(r).
8.55 Numerical Computation: Simulation (MST321): prog 3(r).
9.20 Human Aspects of Computers: Social Implications of Computers (TM351): prog 3(r).
9.45* Ecology: Dragons and Agriculture: prog 10(r).
10.10 Curriculum Design and Development: The School Broadcasting Council (E323): prog 3(r).
10.35 Social Science Topics and Methods: The Nineteenth Century Novel and Society (A363): prog 3(r).
11.00 Mathematics Foundation Course: Graphs and Networks: prog 34(r).
11.25 War and Society: Guerilla Warfare in Algeria (A363): prog 16(r).
11.50 Environmental Education (E2-3: prog 5(r).
12.15 International Politics and Economic Policy: Superpowers and the Arabs (D302): prog 10(r).
12.40 Telecommunication Systems: Landline Telephones (T251): prog 15(r).
13.05 The Nineteenth-Century Novel and Society: The Writer in Exile (A363): prog 3(r).
13.30 Urban Development: Cities and Development (E341): prog 5(r).

RADIO 4 (VHF)
8.20 Patterns of Inequality: Reform from Great Roota (D302): prog 5(r).
9.40 Liberal Studies: Topics and Methods: Organization of Ecology in Britain (E323): prog 11(r).
7.00 Thought and Reality: Central Themes in Wittgenstein's Philosophy: Wittgenstein's Last Lectures (A262): prog 3(r).
7.20 Mechanics and Applied Calculus: The Motion of the Galaxy (MST242): prog 8(r).
7.40 International Politics and Foreign Policy: A History of the Course (D302): prog 10(r).
Excluding programmes for North Scotland and parts of Wales
9.05 Open Forum (D302): prog 10(r).
9.25 Twentieth-Century Poetry: Modernism and Tradition (A308): prog 10(r).
9.45 The Nineteenth-Century Novel and Society: The International Style: Henry James (A363): prog 3(r).
10.05* Mathematics Foundation Course: Groups II (M100): prog 35(r).
10.30 Arts Foundation Course: Whistler v Ruskin (A100): prog 5(r).
10.55* Technology Foundation Course: Signalling (T100): prog 10(r).
11.20 Announcements: Music I (H) Science Foundation Course: The Omega Minus Particle (S100): prog 33(r).

RADIO 4 (VHF)
Programmes for North Scotland and parts of Wales
12.00 Microeconomics: Student Feedback (D102): prog 16(r).
12.20 Science and the Rise of Technology (A731): prog 10(r).
12.40 Energy and History (A731): prog 11(r).
1.00 Mathematics: An Experiment in Selection (M202): prog 10(r).
1.20 Mathematics: An Experiment in Performance and Information: Jensen and His Language (A301): prog 3(r).
1.40 Telecommunication Systems: Voice Quality and Intelligibility (A251): prog 11(r).
2.00 Living in Britain: The Transformation (E323): prog 11(r).
2.20 Design and Environment: Industrialization and Modernization: prog 11(r).
2.40 Announcements: Music III (H).
Open University Psychology Programme: Radio Tutorial (D301): prog 11(r).
3.00 Mathematics Foundation Course: Groups II (M100): prog 35(r).
3.25 Science Foundation Course: The Omega Minus Particle (S100): prog 33(r).
3.50 Mathematics Foundation Course: Groups II (M100): prog 35(r).
4.15 Science Foundation Course: The Omega Minus Particle (S100): prog 33(r).
4.40 Mathematics Foundation Course: Groups II (M100): prog 35(r).
5.05 Science Foundation Course: The Omega Minus Particle (S100): prog 33(r).
5.30 Mathematics Foundation Course: Groups II (M100): prog 35(r).
5.55 Science Foundation Course: The Omega Minus Particle (S100): prog 33(r).
6.20 Mathematics Foundation Course: Groups II (M100): prog 35(r).
6.45 Science Foundation Course: The Omega Minus Particle (S100): prog 33(r).
7.08* Historical Data and the Social Sciences: Historical Inquiry: Problems and Methods (D301): prog 11(r).
7.30* Systems Behaviour: Simulation 2 (T251): prog 10(r).
11.25* Industrial Relations: For the Good of the Company? (D101): prog 11(r).
17.25 Environment: Glaciation (E323): prog 5(r).
17.50 The Digital Computer: Simultaneous Equations (A223): prog 10(r).
18.15 Mathematics Foundation Course: Computer Numerology (M101): prog 34(r).
18.40 Technology Foundation Course: The Last of the Coiras (T100): prog 9(r).

RADIO 3 (VHF)
6.00* Decision Making in Britain: The Development Process (D301): prog 5-6.
6.20* Mathematics: Studies in Feedback (D222): prog 16(r).
6.40* Science and Society: An Experiment in Selection (S282): prog 16(r).
17.45 Science and Society: An Experiment in Selection (S282): prog 16(r).
18.05 Revision (A363): prog 11(r).
18.25 Mathematical Models: Surprises in Scientific Time (A305): prog 14(r).
18.45 The Development of Instruments and their Misuse: Music and Society (A304): prog 16(r).
19.10* Health Science Units and Methods: Health Education: Pathology in Britain (A755): prog 11(r).
10.05 Mathematics Foundation Course: Groups II (M100): prog 35(r).

Replacement programmes for North Scotland and parts of Wales
24.00* History of Architecture and Design: The Industrial Revolution: Iron Bridges (A261): prog 11(r).
00.20* Mathematics Foundation Course: Groups II (M100): prog 35(r).
00.45* Programmes for students and Staff.

Sunday October 3

BBC 2
7.40 Technology Foundation Course: The End of the Course (T100): prog 34(r).
8.30 Science Foundation Course: Planetary Particles (S100): prog 34(r).
8.55 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
9.20* Analysis: Convergence of Functions (T251): prog 11(r).
9.48 Analysis: Chemical Processes: Data (S282): prog 16(r).
10.10* People and Organizations: Policies and Management (D232): prog 11(r).
10.35 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
11.00 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
11.25 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
11.50 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
12.15 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
12.40 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
13.08 Urban Environments: Future Urban Form (U201): prog 15(r).
13.30 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
RADIO 4 (VHF)
8.20 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
9.40 Liberal Studies: Topics and Methods: Population Questions: For the Good of the Company? (D101): prog 10(r).
10.35 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
11.00 Urban Environments: Future Urban Form (U201): prog 15(r).
11.25 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
11.50 Technology Foundation Course: The End of the Course (T100): prog 34(r).
12.15 Science Foundation Course: Planetary Particles (S100): prog 34(r).
12.40 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
1.05 Analysis: Convergence of Functions (T251): prog 11(r).
1.30 Analysis: Chemical Processes: Data (S282): prog 16(r).
1.55 People and Organizations: Policies and Management (D232): prog 11(r).
2.20 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
2.45 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
3.10 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
3.35 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
4.00 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
4.25 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
4.50 Urban Environments: Future Urban Form (U201): prog 15(r).
5.15 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
5.40 Technology Foundation Course: The End of the Course (T100): prog 34(r).
6.05 Science Foundation Course: Planetary Particles (S100): prog 34(r).
6.30 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
6.55 Analysis: Convergence of Functions (T251): prog 11(r).
7.20 Analysis: Chemical Processes: Data (S282): prog 16(r).
7.45 People and Organizations: Policies and Management (D232): prog 11(r).
8.10 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
8.35 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
9.00 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
9.25 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
9.50 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
10.15 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
10.40 Urban Environments: Future Urban Form (U201): prog 15(r).
11.05 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
11.30 Technology Foundation Course: The End of the Course (T100): prog 34(r).
11.55 Science Foundation Course: Planetary Particles (S100): prog 34(r).
12.20 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
12.45 Analysis: Convergence of Functions (T251): prog 11(r).
1.10 Analysis: Chemical Processes: Data (S282): prog 16(r).
1.35 People and Organizations: Policies and Management (D232): prog 11(r).
2.00 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
2.25 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
2.50 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
3.15 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
3.40 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
4.05 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
4.30 Urban Environments: Future Urban Form (U201): prog 15(r).
4.55 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
5.20 Technology Foundation Course: The End of the Course (T100): prog 34(r).
5.45 Science Foundation Course: Planetary Particles (S100): prog 34(r).
6.10 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
6.35 Analysis: Convergence of Functions (T251): prog 11(r).
7.00 Analysis: Chemical Processes: Data (S282): prog 16(r).
7.25 People and Organizations: Policies and Management (D232): prog 11(r).
7.50 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
8.15 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
8.40 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
9.05 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
9.30 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
9.55 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
10.20 Urban Environments: Future Urban Form (U201): prog 15(r).
10.45 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
11.10 Technology Foundation Course: The End of the Course (T100): prog 34(r).
11.35 Science Foundation Course: Planetary Particles (S100): prog 34(r).
12.00 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
12.25 Analysis: Convergence of Functions (T251): prog 11(r).
12.50 Analysis: Chemical Processes: Data (S282): prog 16(r).
1.15 People and Organizations: Policies and Management (D232): prog 11(r).
1.40 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
2.05 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
2.30 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
2.55 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
3.20 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
3.45 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
4.10 Urban Environments: Future Urban Form (U201): prog 15(r).
4.35 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
5.00 Technology Foundation Course: The End of the Course (T100): prog 34(r).
5.25 Science Foundation Course: Planetary Particles (S100): prog 34(r).
5.50 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
6.15 Analysis: Convergence of Functions (T251): prog 11(r).
6.40 Analysis: Chemical Processes: Data (S282): prog 16(r).
7.05 People and Organizations: Policies and Management (D232): prog 11(r).
7.30 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
7.55 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
8.20 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
8.45 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
9.10 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
9.35 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
10.00 Urban Environments: Future Urban Form (U201): prog 15(r).
10.25 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
10.50 Technology Foundation Course: The End of the Course (T100): prog 34(r).
11.15 Science Foundation Course: Planetary Particles (S100): prog 34(r).
11.40 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
12.05 Analysis: Convergence of Functions (T251): prog 11(r).
12.30 Analysis: Chemical Processes: Data (S282): prog 16(r).
12.55 People and Organizations: Policies and Management (D232): prog 11(r).
1.20 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
1.45 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
2.10 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
2.35 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
3.00 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
3.25 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
3.50 Urban Environments: Future Urban Form (U201): prog 15(r).
4.15 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
4.40 Technology Foundation Course: The End of the Course (T100): prog 34(r).
5.05 Science Foundation Course: Planetary Particles (S100): prog 34(r).
5.30 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
5.55 Analysis: Convergence of Functions (T251): prog 11(r).
6.20 Analysis: Chemical Processes: Data (S282): prog 16(r).
6.45 People and Organizations: Policies and Management (D232): prog 11(r).
7.10 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
7.35 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
8.00 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
8.25 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
8.50 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
9.15 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
9.40 Urban Environments: Future Urban Form (U201): prog 15(r).
10.05 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
10.30 Technology Foundation Course: The End of the Course (T100): prog 34(r).
10.55 Science Foundation Course: Planetary Particles (S100): prog 34(r).
11.20 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
11.45 Analysis: Convergence of Functions (T251): prog 11(r).
12.10 Analysis: Chemical Processes: Data (S282): prog 16(r).
12.35 People and Organizations: Policies and Management (D232): prog 11(r).
1.00 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
1.25 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
1.50 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
2.15 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
2.40 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
3.05 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
3.30 Urban Environments: Future Urban Form (U201): prog 15(r).
3.55 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
4.20 Technology Foundation Course: The End of the Course (T100): prog 34(r).
4.45 Science Foundation Course: Planetary Particles (S100): prog 34(r).
5.10 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
5.35 Analysis: Convergence of Functions (T251): prog 11(r).
6.00 Analysis: Chemical Processes: Data (S282): prog 16(r).
6.25 People and Organizations: Policies and Management (D232): prog 11(r).
6.50 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
7.15 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
7.40 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
8.05 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
8.30 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
8.55 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
9.20 Urban Environments: Future Urban Form (U201): prog 15(r).
9.45 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
10.10 Technology Foundation Course: The End of the Course (T100): prog 34(r).
10.35 Science Foundation Course: Planetary Particles (S100): prog 34(r).
11.00 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
11.25 Analysis: Convergence of Functions (T251): prog 11(r).
11.50 Analysis: Chemical Processes: Data (S282): prog 16(r).
12.15 People and Organizations: Policies and Management (D232): prog 11(r).
12.40 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
1.05 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
1.30 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
1.55 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
2.20 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
2.45 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
3.10 Urban Environments: Future Urban Form (U201): prog 15(r).
3.35 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
4.00 Technology Foundation Course: The End of the Course (T100): prog 34(r).
4.25 Science Foundation Course: Planetary Particles (S100): prog 34(r).
4.50 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
5.15 Analysis: Convergence of Functions (T251): prog 11(r).
5.40 Analysis: Chemical Processes: Data (S282): prog 16(r).
6.05 People and Organizations: Policies and Management (D232): prog 11(r).
6.30 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
6.55 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
7.20 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
7.45 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
8.10 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
8.35 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
9.00 Urban Environments: Future Urban Form (U201): prog 15(r).
9.25 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
9.50 Technology Foundation Course: The End of the Course (T100): prog 34(r).
10.15 Science Foundation Course: Planetary Particles (S100): prog 34(r).
10.40 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
11.05 Analysis: Convergence of Functions (T251): prog 11(r).
11.30 Analysis: Chemical Processes: Data (S282): prog 16(r).
11.55 People and Organizations: Policies and Management (D232): prog 11(r).
12.20 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
12.45 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
1.10 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
1.35 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
2.00 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
2.25 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
2.50 Urban Environments: Future Urban Form (U201): prog 15(r).
3.15 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
3.40 Technology Foundation Course: The End of the Course (T100): prog 34(r).
4.05 Science Foundation Course: Planetary Particles (S100): prog 34(r).
4.30 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
4.55 Analysis: Convergence of Functions (T251): prog 11(r).
5.20 Analysis: Chemical Processes: Data (S282): prog 16(r).
5.45 People and Organizations: Policies and Management (D232): prog 11(r).
6.10 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
6.35 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
7.00 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
7.25 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
7.50 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
8.15 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
8.40 Urban Environments: Future Urban Form (U201): prog 15(r).
9.05 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
9.30 Technology Foundation Course: The End of the Course (T100): prog 34(r).
9.55 Science Foundation Course: Planetary Particles (S100): prog 34(r).
10.20 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
10.45 Analysis: Convergence of Functions (T251): prog 11(r).
11.10 Analysis: Chemical Processes: Data (S282): prog 16(r).
11.35 People and Organizations: Policies and Management (D232): prog 11(r).
12.00 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
12.25 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
12.50 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
1.15 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
1.40 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
2.05 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
2.30 Urban Environments: Future Urban Form (U201): prog 15(r).
2.55 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
3.20 Technology Foundation Course: The End of the Course (T100): prog 34(r).
3.45 Science Foundation Course: Planetary Particles (S100): prog 34(r).
4.10 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
4.35 Analysis: Convergence of Functions (T251): prog 11(r).
5.00 Analysis: Chemical Processes: Data (S282): prog 16(r).
5.25 People and Organizations: Policies and Management (D232): prog 11(r).
5.50 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
6.15 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
6.40 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
7.05 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
7.30 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
7.55 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
8.20 Urban Environments: Future Urban Form (U201): prog 15(r).
8.45 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
9.10 Technology Foundation Course: The End of the Course (T100): prog 34(r).
9.35 Science Foundation Course: Planetary Particles (S100): prog 34(r).
10.00 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
10.25 Analysis: Convergence of Functions (T251): prog 11(r).
10.50 Analysis: Chemical Processes: Data (S282): prog 16(r).
11.15 People and Organizations: Policies and Management (D232): prog 11(r).
11.40 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
12.05 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
12.30 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
12.55 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
1.20 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
1.45 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
2.10 Urban Environments: Future Urban Form (U201): prog 15(r).
2.35 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
3.00 Technology Foundation Course: The End of the Course (T100): prog 34(r).
3.25 Science Foundation Course: Planetary Particles (S100): prog 34(r).
3.50 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
4.15 Analysis: Convergence of Functions (T251): prog 11(r).
4.40 Analysis: Chemical Processes: Data (S282): prog 16(r).
5.05 People and Organizations: Policies and Management (D232): prog 11(r).
5.30 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
5.55 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
6.20 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
6.45 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
7.10 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
7.35 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
8.00 Urban Environments: Future Urban Form (U201): prog 15(r).
8.25 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
8.50 Technology Foundation Course: The End of the Course (T100): prog 34(r).
9.15 Science Foundation Course: Planetary Particles (S100): prog 34(r).
9.40 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
10.05 Analysis: Convergence of Functions (T251): prog 11(r).
10.30 Analysis: Chemical Processes: Data (S282): prog 16(r).
10.55 People and Organizations: Policies and Management (D232): prog 11(r).
11.20 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
11.45 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
12.10 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
12.35 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
1.00 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
1.25 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
1.50 Urban Environments: Future Urban Form (U201): prog 15(r).
2.15 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
2.40 Technology Foundation Course: The End of the Course (T100): prog 34(r).
3.05 Science Foundation Course: Planetary Particles (S100): prog 34(r).
3.30 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
3.55 Analysis: Convergence of Functions (T251): prog 11(r).
4.20 Analysis: Chemical Processes: Data (S282): prog 16(r).
4.45 People and Organizations: Policies and Management (D232): prog 11(r).
5.10 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
5.35 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
6.00 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
6.25 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
6.50 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
7.15 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
7.40 Urban Environments: Future Urban Form (U201): prog 15(r).
8.05 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
8.30 Technology Foundation Course: The End of the Course (T100): prog 34(r).
8.55 Science Foundation Course: Planetary Particles (S100): prog 34(r).
9.20 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
9.45 Analysis: Convergence of Functions (T251): prog 11(r).
10.10 Analysis: Chemical Processes: Data (S282): prog 16(r).
10.35 People and Organizations: Policies and Management (D232): prog 11(r).
11.00 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
11.25 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
11.50 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
12.15 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
12.40 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
1.05 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
1.30 Urban Environments: Future Urban Form (U201): prog 15(r).
1.55 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
2.20 Technology Foundation Course: The End of the Course (T100): prog 34(r).
2.45 Science Foundation Course: Planetary Particles (S100): prog 34(r).
3.10 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
3.35 Analysis: Convergence of Functions (T251): prog 11(r).
4.00 Analysis: Chemical Processes: Data (S282): prog 16(r).
4.25 People and Organizations: Policies and Management (D232): prog 11(r).
4.50 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
5.15 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
5.40 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
6.05 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
6.30 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
6.55 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
7.20 Urban Environments: Future Urban Form (U201): prog 15(r).
7.45 Industrial Relations: Industrial Democracy: Revision (T291): prog 8(r).
8.10 Technology Foundation Course: The End of the Course (T100): prog 34(r).
8.35 Science Foundation Course: Planetary Particles (S100): prog 34(r).
9.00 Mathematics Foundation: Simplifying 2 (M101): prog 10(r).
9.25 Analysis: Convergence of Functions (T251): prog 11(r).
9.50 Analysis: Chemical Processes: Data (S282): prog 16(r).
10.15 People and Organizations: Policies and Management (D232): prog 11(r).
10.40 Social Science Topics and Methods: Profits and Statistics (D201): prog 11(r).
11.05 Planning Management: Scott Bader Ltd.—A Case Study: Ownership and Control (D232): prog 11(r).
11.30 Science and Belief: From Copernicus to Darwin: Stars and Mountains (A857(U)): prog 11(r).
11.55 Mathematics Foundation: For the Good of the Company? (M100): prog 10(r).
12.20 Arts Foundation: Philosophy: Aims (A303): prog 10(r).
12.45 Social Science Topics and Methods: Mathematical Models: The Living Machine (S351): prog 15(r).
1.10 Urban Environments:

House of Commons expenditure committee report on policy making in the DES

MPs want greater public involvement in planning

Participation and consultation

The most persistent complaint of witnesses was that the DES does not consult sufficiently with interested parties before reaching policy decisions. The department's representatives, however, clearly believed that they consulted as fully as they reasonably could and that they had "an open door". From the evidence it is clear that "consultation" or "participation" mean different things to different people. We therefore attempt to define terms.

We use participation as the generic term covering all forms of relationship between the DES and the groups and individuals with which it must relate. The different forms of participation, or playing a part in the policy-making processes overlap:

- *shared decision-making in which the DES might act as an equal partner with other bodies. This method would, for example, clearly be appropriate to the DES's relationship with other central government departments such as the Department of Employment;*
- *negotiation which is a process in which the acceptability of policies has to be tested with others who have a clear right to state their point of view. It is implicit in negotiations that if one side is aggrieved they might have recourse to some other appeal body although it would always fall short of shared decision-making;*
- *consultation in which views are solicited so that those who do not share the policy-making influence the policy;*
- *giving information to those who have a right to know, perhaps so that they can assess their own position more effectively or to influence others to act on their behalf.*

Shared decision-making

Our direct evidence on shared decision-making is confined to the *relationship between the DES and the Department of Employment (DE). We decided to take evidence from the DE because it provided an example of interests which overlapped with DES's and we wanted to form an opinion on whether the machinery for collaboration and coordination was adequate.*

Lord Alexander of Potterhill had claimed "that the Training Services Agency seems to me to be making a takeover bid for a substantial part of the educational system". A similar charge was made by the National Association of Teachers in Further and Higher Education who said: "If the relationships between education, economic and manpower planning are inadequate at national level, they will be even less effective at regional level."

We formed the impression that, although it was not said in so many words, relations between the two departments probably had been under considerable strain during the past two years. The Employment and Training Act 1973 gave statutory authority for the setting up of the Manpower Services Commission, an executive arm of which is the Training Services Agency (TSA) which is responsible for vocational training to meet the needs of the DE. Clearly no sharp distinction can be drawn between training and education; much vocational preparation must take place within the framework of [illegible]

[illegible] The TSA has moved at a pace which DES could not (and, indeed, should not try to) emulate. Equally clearly it had trodden on some toes in the education service. We are not unduly worried by these early tensions. We are gratified that the machinery for cooperation between the two departments at national level is adequate and that both services mean to make it work. We welcome the initiative and enthusiasm displayed by the TSA. It is clear, however, that tensions will occur at local level if national policies to improve the quality of education and training are implemented, not on the basis of an equal partnership, but by the agency of one Department of State having extra resources with which to dictate developments. We are confident that the further education service will quickly accept the [illegible] work of the TSA as complementary to its own slower and more thorough approach to the task of preparing young people for employment.

Negotiation

When the DES defends its readiness to consult the examples it cites are mainly those of negotiation. The operation of the teacher quota system for example, the amount of the rate support grant and its distribution, decisions on the many circulars and memoranda issued each year by the DES—all are negotiable and, as far as we can judge, the DES is scrupulous in *referring them to its partners.*

Perhaps the most important example, in our evidence, of policy which required negotiation was the changes in teacher training policies in the early 1970s. The DES claimed that they had done all they reasonably could to discuss these changes with those who would be affected by them; clearly they were surprised and hurt that most of our witnesses should think otherwise. The main complaint from our witnesses was that the DES acted in a high-handed and secretive manner.

One witness, the Rev Canon R. T. Holtby of the General Synod Board of Education, recognized the difficulty and remarked: "It is an immensely complex problem. It has aroused very bitter feelings, inevitably in all sort of places. Having myself seen it, as it were, from the central point of view I am very sympathetic to the difficulties which the DES has to face."

[illegible] consultative machinery on Teacher Training and Supply and on Education in Industry and Commerce to the way in which circulars and major documents are cleared with an official list of interested associations, to the development of a departmental Green Paper technique and to [illegible] generally could ensure that the [illegible] general's policy was known and understood by those who would be affected by it. It was clearly not so successful in relating its policies to the findings of the James Report, then a major influence on educational opinion, or in ensuring that when the general policy came to be translated into particular decisions the affected institutions knew and understood what was to befall them.

Consultation

There can be no doubt that there is a widespread feeling that the DES is not sufficiently open in its dealings with the various interest groups involved in education, and with the public at large. Although few witnesses were prepared to go as far as Professor (now Lord) Valyey who thought that there was "very little to be said for any degree of confidentiality in the education debate" and although almost all witnesses accepted that at some stage in the policy making process DES officials and those with whom they come into contact have need for a degree of confidentiality in their exchanges, the desirability of greater openness in all aspects of DES planning was a recurring theme in the written and oral evidence of nearly all our non-official witnesses.

The Association of Metropolitan Authorities stated that "the DES traditionally consults too little, too late and with too closed a mind. It has plenty of channels open if it wished to use them."

The National Union of Teachers complained that they were usually given too little time for consultation within their own organization and that, on a number of occasions in recent years, the union had had the authority and resources to contribute an independent view on strategic educational planning for the whole education service. Its membership would aim to bring trade unions, employers and ordinary citizens more formally into the education debate.

7. The DES should inform the Education, Arts and Home Office subcommittee about the details of PAR exercises undertaken by the department. Meetings should take place between the subcommittee and DES staff involved in such exercises.

8. While reluctantly accepting that the conventions of confidentiality adopted by the Civil Service cannot be changed in the case of the DES alone, DES officials should try to apply them more flexibly. Planning papers which do not breach the principle of confidentiality of advice from individual civil servants to individual ministers should be free to be published. In particular, PAR reports should be published. This, of course, raises wider issues to which the Committee will return.

9. DES statistics should be published on regular dates when the best available information should be set out, regardless of whether the information is complete; the figures should be progressively revised in later issues.

10. The possibility of sponsoring an institute for education policy analysis should be considered by private foundations.

Miss Janet Fookes, MP, chairman of the education and arts subcommittee.

Recommendations

1. The Departmental Planning Organization should be reviewed in the light of the following recommendations:

- Broad educational objectives should be kept under review as regularly as are their resource implications.
- The planning staff should include specialists in sufficient number to provide adequate background material for the policy groups; and the balance between part-time and full-time planners should be reconsidered.

2. The DES should adopt a more positive attitude towards educational research. It should provide research workers with information about potentially important areas of research and useful types of project.

3. The DES should think again about the desirability of establishing a Chief Scientist's Organization.

4. The Secretary of State should encourage, and participate in, educational development without seeking to control it. There should be greater lay participation in the Schools Council.

5. Although the DES feels that it consults as fully and widely as it reasonably can, it does not satisfy the interest groups. It should encourage the interest groups and the general public to join in discussion of long-range policy planning.

6. A permanent Standing Education Commission should be set up, having a limited amount of provisional statistics with a much shorter delay. We think that the amount should be increased and the release made on a systematic basis. Regular publication dates should be established when the best available information on the main planning indicators should be set out, regardless of whether the coverage is complete. The figures would be progressively revised in later issues. This is the procedure which is used for many economic and social statistics and we recommend that the DES should adopt it.

Confidentiality

We referred to the secrecy surrounding a PAR exercise. In the course of the inquiry we asked to see the report of this exercise on which the OECD had commented favourably when reviewing the Paper, *Education : A Framework for Expansion*. We were told that, although OECD officials had seen it, it could not be shown to the committee.

We were referred to a Parliamentary Answer given by the Chief Secretary to the Treasury on March 11, 1976, stating "Programme Analysis Reviews are internal to governments and it has been the policy of successive governments not to disclose or identify them". This is not the first time a sub-committee of the Expenditure Committee has been denied information about PAR exercises. We intend to take up the general issue of access to PAR reports separately at a later date.

In the same context of the OECD comments on the 1972 White Paper, we asked to see the planning papers which had presumably been circulated to local authorities and universities before the decision was taken in 1972 to aim by 1981 to divide students of further and higher education equally between polytechnics and universities; we were told that, although the Secretary of State would be happy on occasion fully to us, we could not see the papers.

After further correspondence, the Secretary of State, in response to a suggestion by the chairman of the sub-committee, agreed to show to local authority associations, to whom papers about the distribution of students had been sent, etc., they would object to the subcommittee seeing these papers; the Secretary of State added that comparable papers had been sent to the UGC. We have yet to see whether the local authority associations have agreed to the release of the papers.

This attitude is [illegible] to what we were told in Sweden. There, [illegible] reaches a departmental decision comes "official" and [illegible] any citizen to see. [illegible] course, restrictions [illegible] involving defence, police and the like; and policy issues never reach a final [illegible] theless, it is normal [illegible] to be unrestricted and the [illegible] an official wanted to see information, he would [illegible] some stratagem to serve the purpose. In the United Kingdom normal for an "official" [illegible] be restricted and so it becomes habit for an official to [illegible]

We believe that the habit of [illegible] tiveness—the instinct to [illegible] rather than voluntarily [illegible] information—lies at the root of the criticisms of DES [illegible] tive processes. We realise that [illegible] attitude is common throughout British Civil Service and that created by the conventions of [illegible] ernment confidentiality which [illegible] cessive administrations have [illegible] content to sustain. These [illegible] tions, which are traditional [illegible] the most part unwritten, [illegible] when government was more [illegible] cratic and public opinion less [illegible] informed; they served to [illegible] embarrassment".

We recognise that to [illegible] rules would require radical [illegible] in the working of the whole [illegible] Service and that it would be [illegible] realistic of us to make this [illegible] mendation for the DES that [illegible] beyond our remit to advocate [illegible] malls for all government [illegible] ments. We therefore reluctantly accept the present convention, [illegible] trying to make their [illegible] more flexible. At the same time [illegible] put on record our belief that [illegible] weight of public opinion which [illegible] Government will have to [illegible] bring about a more open [illegible] government in Britain, to which Civil Service will have to [illegible]

We recognize that [illegible] engages in participation in [illegible] ferent ways we have outlined [illegible] however, the strength of [illegible] expressed in the evidence [illegible] to those outside, the [illegible] Elizabeth House does not [illegible] wide open as to those with [illegible] that have escaped the notice of [illegible] DES. We share the view that [illegible] not so much new [illegible] machinery which is needed [illegible] willingness to open [illegible] cussion on policy issues. This is the basis of our proposals for a [illegible] Standing Commission which [illegible] pose in the following paragraphs.

A standing commission

Section 4 of the Education Act declared that there shall be [illegible] Central Advisory Councils [illegible] cation (CAC), one for England [illegible] the other for Wales and [illegible] shire, and it shall be the [illegible] those councils to advise the [illegible] on such matters connected [illegible] educational theory and practice [illegible] they think fit and upon any [illegible] tions referred to them by [illegible] the two central advisory councils [illegible] reported on primary education [illegible] 1967, successive Secretaries of [illegible] have made no attempt to [illegible] councils, to give them [illegible] reference, or to prompt them [illegible] advise them on matters [illegible] think fit. We do not wish to [illegible] long on this point but we [illegible] this appears to be a plain [illegible]

continued on facing page

Failsafe programme 'the great training robbery'

Michael Binyon reports on a biting criticism of Canada's attempt to eliminate failure from higher education

A devastating analysis of the intellectual havoc caused by attempts to eliminate the concept of failure from a system of higher education has just been published in Canada, and is arousing considerable comment.

Professor John Allan Lee, associate professor of sociology at the University of Toronto, says the philosophy of "failsafe education" that he believes permeates his college, instead of helping all students, "performs the ultimate repressive desublimation".

It has led to grade inflation, an epidemic of cheating, disrespect for intellectual standards, the lowering of admissions standards, devaluation of first-class degrees and the bending of college rules. While creating the appearance of equality of opportunity for all through assured upward mobility in the educational system, the "failsafe" system has merely subjected thousands of students to years of training which will ultimately prove useless. It is, Professor Lee maintains, "the great trading robbery".

His analysis is compelling, and though based on the experience of Scarborough College, where he teaches, finds a ready echo in the United States. Writing in the current issue of *The Canadian Journal of Higher Education*, he sees the philosophical origins of failsafe education in attempts at school level to move away from the elitist principle of selecting by competitive examination only a small proportion of pupils for higher education and hence upward social mobility.

The failsafe system instead postpones contest until the postgraduate stage or until employment. At least up till BA level, it tries to equalize chances in life, avoiding the alleged negative effects of failure.

The manifesto of such a system was a report on Ontario schools drawn up in 1968. This said that all pupils "must be made to feel the world is waiting for their sunrise". They should all be allowed "to dream the impossible dream", each treated as "human beings, exquisite, complex and elegant in their diversity". The report said "a child who is learning cannot fail". It was adopted as official policy for all schools that fed into the university system.

The basic elements of the new pattern were that each pupil should have a programme suited to his individual needs and aspirations; a school should be pupil-centred; courses should be offered at different levels of difficulty; a pupil's rate of progress through school should be in proportion to his own rate of maturing.

"The core notion is that anyone allowed to follow his own interests at his own pace can learn almost anything if given enough time", Professor Lee says. But he quotes a warning published in 1953 that a system which assumed that "failure spoils the record" and that "democracy demands that children should all go to the same school and that none should fail" would inevitably lead to a lowest common denominator of intellectual enterprise, and thus to an attitude of anti intellectualism in the schools.

This, Professor Lee says, has now happened in universities. The first school leavers educated under such a system appeared in universities in 1973. By next year nearly all students would have come from a "failsafe" school system.

The results, he believes, are disastrous, and he outlines eleven features of education at Scarborough College now.

- The at-your-own-pace degree. This is now advertised in the college calendar. It requires the abandonment of the "year" system, and abolishes the distinction between full-time and part-time students. A student may run an accumulation of credits. But for college rule purposes, students are still considered as if in the "first year" of study for the first five credits (the second year for credits six to ten), and the majority still take five credits a year.
- Relatively low entrance requirements. "Anyone who lacks the requirements to enter the race, should be helped to acquire them by those administering the race." The minimum average marks in the last year of school required for entry to Scarborough College is 67 per cent. But in Ontario schools grade inflation is such that it is not unusual for pupils to leave small schools with averages over 90 per cent.
- Minimum definition of subject mastery required for a degree. The college has abolished compulsory courses.

The idealistic aim is that each student plans his own programme, to enjoy "learning by discovery". The reality, Professor Lee says, is a propensity to choose courses which will lead to greater opportunities of employment, combined with courses which produce as high an average grade as possible.

- Generous allowance for error in the race. A student who enrolled in a course in which he or she is not likely to get a good grade is able to "return to go" and start again almost at the very end of the course. All that is lost is time and the course fee. There is no academic penalty for withdrawal.
- Ample allowance for failed courses. A Scarborough student is allowed 20 recorded attempts for a 15 credit (three year) degree, and 26 for a 20 credit degree. Withdrawn attempts are not counted. However, if a student fails too many courses in a given year, he may be suspended.
- Forgiven suspensions. The most severe handicap a student may suffer, while still eligible to continue in the race, is a three-year suspension. But the number suspended is very small, and students often petition successfully against suspensions. Students are also allowed to return to college before the end of the suspension period providing his or her academic average is well above that of the college rules, for at least two courses.
- Minimum requirements to earn a degree. A BSc or BA degree may be earned with a mark of 60 per cent in half the credits required, and a mark of 50 per cent in the remainder.
- Easy marks. Most students are not satisfied with a minimum degree, with half their marks, at "C" and the rest at "D". Competition for postgraduate training has become increasingly fierce. Students are no longer content even with an "A" at 80 per cent—they visit the professor to argue for a higher "A" mark of 85 or even 90 per cent.

Also an increasing proportion of teachers are unwilling to handicap their students by giving them low marks. Thus the average mark at Scarborough is now 70 per cent or better. The failure rate dropped from 9.1 per cent of the courses in 1973 to 7 per cent in 1975.

- Very low rates of "real failure". Scarborough is getting closer to a real "failsafe" system. In 1975 only two students in 4,400 could be considered to have truly "failed" as only these two received such poor marks that they were denied further enrolment. Even their fate might be reversed on compassionate grounds or by petition.
- Compensatory compassion. The most subtle norm of the "failsafe" model, Professor Lee says, is the notion that students who lack the necessary ability to cope with the demands of the educational institution should receive sympathy and assistance. "Compassion has replaced content." For critics of "failsafe" this norm is the most insidious, for it directly replaces the meritocratic ideology implicit in other systems of education. "Worse, it seems to replace the intellectual enterprise with a complex system of 'courses of chumminess' in which students seek certification as a matter of equity."

Some students, Professor Lee says, are literally hiring lawyers and going to court to obtain their degrees.

Ironically, he says, the "failsafe" model treats stupidity as a legitimate object for compassion, as one might a physical illness. "Rather than work toward a society where differences of merit would not imply differences of status, the "failsafe" system accepts the equation of merit with status, but then attempts to provide everyone with the same eventual status by compensating for the lack of demonstrable merit through the elimination of failure.

At Scarborough this worked through the form of student petitions. In the past two years the number of petitions for "special consideration" increased from about one per ten students enrolled every year to about one per seven students. In a ten month period of 1975 there were 585 petitions.

- The assured first-class degree. This feature is not yet in place in Scarborough, Professor Lee says, but social pressure for its inauguration is growing. In a ten month period of 1975 there were 585 petitions.
- The assured first-class degree. This feature is not yet in place in Scarborough, Professor Lee says, but social pressure for its inauguration is growing. The basic is that a degree is only meaningful (under contemporary competitive conditions in postgraduate education) if it was a first-class degree. Therefore every student should have the right to earn a first, and the time necessary to do so, together with whatever compensatory compassion is required.

Professor Lee says more and more students are learning how to "beat college rules" in order to get the desired result—a first-class degree. Student handbooks now openly advocate students to break the rules and hound people until they get what they want.

If students believe they have a right to a degree once enrolled, Professor Lee says, they are unlikely to perceive that cheating the system is really cheating themselves, a growing number of students no longer perceive cheating not as an individual deviant act, but as a legitimate means of coping with a malfunction in the college system which threatens to deny them an equitable outcome—that is, a degree."

A 1973 study at Scarborough showed that 43 per cent admitted cheating, broadly defined to include plagiarism as well as more direct forms such as notes in examinations and submitting purchased essays.

By 1975 the definition of cheating had altered, so that ordinary plagiarism was no longer considered cheating. If it were, over 90 per cent of the students would be cheating. Even with the new "hired core" definition (borrowing or buying essays, copying other students during examinations and using notes) 54 per cent of the males and 34 per cent of the females admitted such activities.

The "failsafe" model of education, Professor Lee says, is a classic example of Marcuse's "repressive desublimation". Just as the power elite in North America adapted to the challenge of youth and women with a politically repressive but individually permissive "liberalism" of sexual ethics associated with the ruling ideology, so in education a "palace reform" from the top of the Ontario educational system has accommodated to the demands for "liberation" in the schools.

In fact, the new model has altered nothing. It has merely postponed the day of division of sheep from goats. The traditional advantages of the right private school, the right family background and the appropriate income level were just as important to getting on the ladder as ever before.

Dr. J. R. Evans, president of the University of Toronto, said Professor Lee was making a very important point in his article, but he had exaggerated the information he used on Scarborough College to illustrate his material.

Expenditure committee DES report

Continued from page 8

of duty by successive Secretaries of State, it may well be that there are arguments against the continuation of the system in which case a change of law ought to be sought.

The views of witnesses on the central advisory councils are mixed. All but one of the non-DES witnesses thought that they had served a valuable purpose in bringing to [illegible] a range of independent opinions on important issues. The [illegible] permanent Secretary to the DES, however, thought it impossible [illegible] quickly enough in the CAC to act *educational* change, that it was difficult for any one group of people to be sufficiently expert in any one area of policy and at the same time to relate studies between different zones, and that, in fact, whilst they had served a useful purpose in the past, that time had now gone.

There are, in fact, several forms of advisory body which need to be borne in mind. First, an advisory council could be established which is sufficiently broad in its terms of reference, membership and structure, for it to be able to combine both expertise and breadth of interest to meet the objections stated against the CACs.

Secondly, where general policy is not at issue but development of particular characteristics of the service such as the curriculum, is needed, a body such as the Schools Council is obviously able to take on the task of providing advice, developmental resources and applied research which can be taken up by the schools and local authorities. They do not advise on policy but provide a service primarily to practitioners.

Thirdly, academic and other competent institutions such as the National Foundation for Educational Research provide a service to the DES, to local authorities and to teachers in making objective studies of both the theory and the functioning of education and its service.

Finally, there is a growing branch of study known as policy analysis which might also be used. This would not be concerned with research into formulating policy recommendations as much as analysing the consequences of different policies so that decision makers and their critics will have information and evaluations put into an analytic order.

The National Union of Teachers expressed the view that what might provide the means of associating the teaching profession and local authority associations with the general planning activities of the DES, is a body comparable to the "Little Neddies" that exist for various industries. Several subsequent witnesses expressed support.

*Our preference is for a commi*ssion rather more independent of established educational interests than the NUT appears to have in mind: we do not consider it realistic to establish a new body concerned with the details of day-to-day planning of education during the two-year period of PESC commitments and the RSG negotiations. The role of outside interest groups in these exercises must inevitably be that of pressure groups undertaking collective bargaining of various kinds.

We recommend the creation of a permanent Standing Education Commission which would have authority and resources to contribute to strategic educational planning for the whole education service. It should have free access to any DES facts and figures that the Secretary of State has not specifically ordered to remain confidential. It should receive plans for comment but also be free to sponsor studies and to initiate debate ranging over the whole field of educational policy. It would not attempt to do the work of the DES or of outside bodies such as the Schools Council or of such advisory councils as that on Teacher Supply and Training but it would provide the education service and its clients with a second and independent view.

We visualize a main Standing Commission consisting of individuals appointed in their own right and able to interpret and comment upon education policy with authority. They would not be drawn specifically from educational interest groups and indeed one of the main aims of the commission in our view would be to bring trade unionists, employers and ordinary citizens more formally into the education debate.

However, experience within education obviously should not be a bar to membership of the commission. The chairman should be full-time and appointed by the Secretary of State. Members should be appointed by the Secretary of State after consultation with the chairman. They would need a small and first-class secretariat. The commission should appoint its own staff and employment should be mainly on the basis of secondment in order to be able to attract able people with first-hand recent experience in local education administration, teaching, universities and polytechnics and, of course, the DES itself.

The Standing Commission could appoint sub-committees for different areas of its work. These subcommissions could recruit specialists and on particular issues would collaborate with existing bodies such as the Schools Council and the Advisory Council on Teacher Supply and Training and also with the main interest groups such as the teachers' and local authorities' associations. They could systematically review the principal areas of policy and practice which the education service is now operating. Our aim is to provide suitable machinery for putting the relevant issues in a longer-term perspective in the light of broader social and economic trends.

Institute for education policy analysis

We do not envisage that the commission would itself carry out research but that it could call on DES funds to commission research. Witnesses have discussed with us a proposal that there should be what has variously been described as an "Educational Chatham House" or a National Institute of Education or even a "counter-ministry". It

TALKING POINT

A page open to all those who feel they have something to say on topics of interest and concern in higher and further education

Causes for concern in training lecturers

There are two major areas of concern raised by the report of Dr Matheson's views (*THES*, September 10) as the coordinating and research officer of the Coordinating Committee for the Training of University Teachers.

The first is the given view of the role and nature of the national conference on the training of university teachers at Birmingham (June 9-11, 1976) and the subsequent national guidelines which will emerge. The second is that concepts of "training" and "resistance to training" linger with potential impact on staff development policy in universities.

The word "training" does indeed put many people off and Dr Matheson assigns this reaction to hard-core scepticism; apparently some form of continuing resistance among senior staff. It would seem that Dr Matheson is soaking confrontation and covering old ground and ignoring perceptions that many in the field of staff development have gained through experience, study and mutual exchange.

The concept of "resistance" does not crop up in the same scepticism in ourselves and various others whom most of our colleagues would number among the category of "enthusiasts". Scepticism in fact does not imply being for or against something; it is an essential ingredient of the search for a degree of confidence that action taken is both useful and undamaging.

On our parts scepticism is a necessary facet of professional concern. Scepticism by senior staff—particularly following the history of other recent offerings such as programmed learning, educational technology, the establishment of audio-visual centres—should cause little surprise; it is a salutary challenge.

To date, research specialists and teacher-training institutions have had great difficulty in reliably identifying the components of effective coaching (effective, here, seen as adding to student success), and where the offer of training raises expectations of increased or visible effectiveness on the part of the teacher disillusionment with training programmes is not uncommon. This result is not useful and may do damaging.

As has been pointed out many times, value and reward systems and institutional environment have far more influence on interest and energy deployed towards teaching, and towards achieving high performance standards in teaching, research and administration, than attempts to train apparently relevant skills. Equally, a lecturer's personal values and beliefs about human achievement about the goals of education will have far more influence on his/her behaviour than any belated attempts to train someone who has already successfully been through the system.

As it happens, in our experience most lecturers, both new and established, want as a matter of principle to teach well and to meet high standards in all aspects of their work, and many are quite open to [illegible] increased [illegible]

We must earn their professional respect by what they perceive as challenging, relevant and useful offerings or lose their interest; and, where institutional pressures run counter to their development of high standards in any area, we must—in order to be both credible and self-respecting—devise programmes which may help to raise these issues for further consideration.

Dr Matheson is quoted as saying "I come along and say people should come to a workshop on how to lecture". It may be that to some extent we see staff development as having different goals and methods than those apparently espoused by Dr Matheson, despite the fact that in our own institutions, we include lecture workshops within broader programmes.

The Birmingham national conference raised additional problems. Its aim was to define a training programme for probationary lecturers as a basis for national guidelines. We are well aware of the new legal requirements for probationary training and their implications for universities. But going backwards in approach is not a useful answer.

In addition to the awkwardness of training itself, we believe very strongly that efforts to separately define probationary programmes will guarantee loss of existing (and presently growing) participation by experienced and senior staff and cause an artificial effort to devise different and separate programmes to reenlist their interest. This would be unfortunate also for new staff who would lose the desired mutual communication.

Our concern about Birmingham, however, goes further than this. For example regional meetings preceded the national conference and at least one of the regional bodies had recommended that a national conference not be held. The three-day Birmingham conference was only two days long (noon to noon over three days) and actually provided only one day for working groups.

The conference in fact began with a protest by some participants about both the conference's aim and the hasty but highly prescriptive procedures that were imposed. Written conference reports (by assigned group chairmen) have not actually been seen or approved by all group members. It was announced that these reports would be reviewed by the new and retiring coordinating officers (Christopher Matheson and Alex Main) who would write a guideline document on behalf of the committee.

The role of further regional meetings is not clear to us; they will be convened without reference to Birmingham working groups and will require a major task of review by all individuals largely without knowledge of earlier group considerations, and possibly again at very short notice.

These points should be of concern only if one believes that national guidelines should be issued at all and frankly, at this stage, we do not. Surely there is room within the requirements of the Universities Authorities Panel/Association of University Teachers' agreement for further experiment, not only by practitioners, but especially by newly-involved senior staff before they are beset with guidelines on what constitutes appropriate training for their staff and for themselves. Their considered response to newly-designated responsibilities is likely to be more fruitful and pertinent to staff within their schools and departments, and to their own development, than guidelines hastily imposed through external bodies.

However, the events at Birmingham did not reflect this view, and we are forced to be concerned since the results may have an effect on the entire area of staff development. We return therefore to our original

Susan Sayer

Alan Harding

Ms Sayer is a producer in the audio-visual media section at Salford University, and Mr Harding is organising tutor in university teaching methods at Bradford University.

A hire and fire academic 'lump'

As an exploited occupational group, academic research workers can have few parallels. They operate on short-term contracts (generally varying between one and five years), are obliged to sign away their redundancy rights when taking up an appointment, are required to undertake unpaid teaching.

They are frequently treated like second-class academic citizens by their "colleagues" on the teaching staff and receive no extra remuneration for the privilege. Sour grapes, you may say. Precisely; particularly if "you" happen to have tenure.

To the untenured outsider, on the other hand, it might seem odd that the research worker is so poorly treated in comparison to the lecturer. After all, higher education is traditionally supposed to perform the functions of both teaching *and* research.

The search for truth is supposed to take place through the process of research, so that society can benefit from such noble endeavour, and research does have a prestigious place in the philosophy of higher education.

So why the gap between theory and practice? Why is it that the research worker is treated less like a shining knight pursuing truth, and more like a member of some academic "lump" to be hired and fired at will? As usual, the reasons are economic, sociological and political. Moreover, they are interrelated.

The supply of funds for the employment of research workers comes essentially from four sources: private foundations (Ford, Nuffield, and so on), government-funded but "autonomous" research councils, government departments, and higher education institutions themselves.

Apart from certain aspects of the institutional funding, when permanent "fellows" are appointed the money generally comes in a block grant for a single project, and for a specific period. It is thus essentially a one-off operation.

The economic base for the employment of the research worker is thus inherently transitory in nature, establishing an initial platform of insecurity on which other factors then attempt to build. First comes the definition of the research worker's role.

On arrival on the project he normally finds that its goals and methodology are, in some shape or form, already established in line with the application criteria of the funding agency in question.

However, what he also finds is that (contrary to the apparent belief of funding agency officials) probably the goals and certainly the methodology require re-definition once the work moves into the field, and the exigencies and constraints of the research situation are encountered.

Inevitably his role in this process is, to some extent, a crontive one, particularly in the all too frequent case where the director is also a member of the teaching staff, and can only give a limited amount of time to the project.

It is, to say the least, naïve to argue—as did the deputy industrial relations officer for the University of London in a dispute involving research workers—that "The research worker . . . was essentially an employee whose terms of reference were the parameters set for him by an academic [*sic*]. He had to work within those parameters."

Research in the social sciences is just not like that: it is developmental and adaptive and it is without doubt the individual with the mud on his boots who can make the most constructive and informed comments on the process of adaptation.

Unfortunately, the dominant interpretation in academic circles of the research worker's role fails to take account of this minor point, and hence badly underestimates the true nature of the role.

From the point of view of permanent teaching staff, there are several reasons for their tendency to devalue the importance of the role of the research worker. Like students, research workers may come and research workers may go but lecturers, like Tennyson's brook, go on for ever.

It is they who supply the academic community of a particular institution with its continuity and stability, and it is the research worker who is peripheral and transient and brings strange tidings of the outside world (particularly if he is on a government financed project).

With the demands of ever more complex social problems, the increasing sophistication of research in the social sciences, and the consequent tendency towards teamwork and interdisciplinary projects, the days of the single scholar ploughing his lonely furrow are surely numbered—as the natural sciences have already discovered.

The conception of the scholar increasing humanity's store of knowledge (rather like a squirrel), and then handing it on via his teaching of students to an appropriately grateful society, is a neatly hierarchical one.

It gives the host institution (the university) a monopoly over the truth-telling process, and hence the capacity to claim that—and it alone—is both the preserver and the creator of this precious metal.

According to this model, research and teaching are thus conveniently blended together. So when research projects are set up within the institution, but with only a token commitment to the teaching-linked generation of knowledge, and staffed by research workers who are clearly little more than academic nomads, the monopoly no longer looks quite so secure.

One response by the teaching staff is to ignore the situation, presumably in the hope that, in time, it will go away. Meanwhile, pursue their personal research and when they can, maintain the fact that they could almost be full-time research workers.

Another is to make a distinction between scholastic (i.e. research and contract work) and unsullied) research. This reinforces the existence of the research worker, but places him on a level somewhere below that of the academic angels.

From the point of view of the research worker, these are two different aspects of a generally unfavourable, or at least unrewarding, environment. In so far as he claims to being a serious academic, his occupational status is under siege from the moment he takes up his appointment.

His has the choice of either submitting and accepting the definition of himself as having a lower status and a lower academic ability than the lecturer or—and things get difficult—he can establish a separate ideological and an alternative academic system of values. The very transience of his employment by the time he has got to know the system, he is looking for another job.

This problem is exacerbated where research workers are slotted into the departmental pattern, organised on traditional disciplinary lines rather than grouped together in a research department.

To counteract this fragmentation it is essential that research workers within an institution should develop their own association with politicol, academic and social functions. Where there is recognition for the unique needs and interests of research workers, they should be obtained in the form of appropriate representation.

Secondly, such an association should organize its own discussions and workshops, or all, as an academic base for training a professionalized ethos. Thirdly, it should aim at means for integrating research workers on a social basis, and organization for new research workers and generally as a mechanism for ensuring continuity of research worker identity.

Finally prescriptive staff policies. But it is surely a better idea for the amorphous situation which research worker is confronted with his occupational role, with its concomitant problems of morale and work inefficiency.

At the same time, it could be the challenge to the traditional conception of scholastic research might drag what is undoubtedly a hidden anachronism into the healthy arena of explicit anachronism.

Brian Salter

The author is a research fellow in education area, Sussex University.

Why the North West loves Seamus Heaney

What is there in the poetry of Seamus Heaney, Philip Larkin, Sylvia Plath and R. S. Thomas that is relevant to the classroom practitioners in the primary schools of the North West? It hardly sounds like "the main diet of in-service education" that Henry Kahn discussed (*THES*, August 20). Yet these were the writers who took up the greater part of an extraordinarily popular two-day course, "Enjoying Poetry", organized last term by the Reading department of education.

Despite the difficulties of half-term holidays and of getting time off, applications were received in almost equal numbers from primary and secondary schools in response to a modest circular. There was virtually no other publicity. Many late applications had to be refused although the original course was repeated a month later.

The department has for some years offered part-time in-service courses centred on direct classroom concerns which have always been well supported and generally seemed to have met the needs of teachers who participated and it is expected that this provision will increase but no other topic has aroused anything like the interest of the poetry course.

Discussing any subject in a college seminar may always seem a pleasant way of spending a Friday than coping with a class of seven or 15-year-olds but in fact several of those attending had to make inconvenient journeys that must have resulted in a very late and exhausting end to the week. Moreover, strenuous efforts had been made by many to acquire and prepare the texts beforehand that augured well for any longer course of the same nature.

The organizers' experience surely points to a great and apparently neglected need in in-service courses. Certainly the department's immediate surprise—or joy—was that poetry should have turned out to be the most marketable of subjects and several course members remarked on its absence from so many brochures. But this quite unexpected degree of success may have wider implications for the relationship between colleges and serving teachers in the future.

Although some part of the course was devoted to classroom applications and to school broadcasts, it had been made quite clear that a discussion of recent poetry at the adult's own level would be our main business and in discussion groups no attempts were made to divide the teachers according to the ages or abilities of their pupils.

Although in this, as in other former colleges of education, colleagues have a pretty impressive quantity and variety of past and current classroom experience, yet I agree with Mr Kahn and others that redundancy problems should not be solved by channelling appropriate people into lecturing education for teachers (for work. But if our experience is utterly untypical, it raises questions about what is seen as proper and relevant.

teachers of all kinds of children may see a good deal of poetry in an academic [illegible] context, its strengths.

Of course, all courses for experienced teachers must start by accepting them as equal partners. In "academic" courses this can mean the minimum of structuring with small, loosely-linked seminar groups where there is a sixth-form teachers can be overlooked by the sights often overlooked by the man. Very obviously texts are chosen cannot for long be presented above but there will be no grounds for suspecting that the texts were chosen merely "rechannelled" for the James Report's recommendations of the career-long continuity of teacher education is indeed in danger of being forgotten but surely not in the field of the teachers' own personal environment. There must be hard times but there is still every reason for arming ourselves against Gradgrindery in all its new guises. If we do, there may be surprising utilitarian benefits for the children.

Kimberley Robert

The author teaches at Padgate College of Higher Education, Warrington.

Successful innovation means sharing responsibility

Norman Evans looks at some of the organizational problems caused by curriculum changes

The administration of curriculum innovation and academic development lies at the heart of the problems of learning and teaching in higher education. Under the title "Administrator and Don—too close for comfort" Professor Tony Becher writes (*THES*, July 2) "The interest of the academic and the administrator are too closely interwoven to justify the drawing up and policing of boundaries between them."

What he says can be interpreted as an assertion that academic administration is best undertaken by academics turned administrators. It can also be used to support the advisability of separating academic administration from non-academic administration within an academic institution.

But in any case, one must agree; to disagree could be the cue for a University Grants Committee peace-keeping force.

More important, to disagree runs the danger of putting these two groups in separate camps, mistaking the nature of the academic enterprise and putting students' learning at risk.

There have been innumerable new courses introduced, new arrangements for courses to be combined in different degree programmes, new patterns of student involvement, consultation and participation in course design, evaluation and assessment.

Yet there remain so many dissatisfied students and not a few disgruntled staff. Despite the countless hours of rigorous academic planning—thorough consultation between academics and between tutors and students required to introduce any curriculum innovation, all too often acknowledged improvements are hard to find.

Curriculum change, however, is necessary; in some cases, as Professor Becher says, "the process of teaching and learning refuses to be contained by the forms of organization laid down by precedent and precept".

This is what makes academic administration such a vital matter. A reference test for the academic and administrative structure of any institution is whether the arrangements are such that each individual member of the academic staff is not only given full opportunity to contribute to the academic development of courses, but is so placed that his work assignments encourage him to do so, if not require him to do so.

Such a relationship between academic staff and the institution is an administration touchstone for three reasons. First, no institution these days can afford to be without whatever bright ideas or proposals any of its staff are capable of producing.

Secondly, the matter is connected with and affected by problems of promotion and advancement which are arising throughout higher and further education field. And it is also connected with searching questions of the teaching and learning of students.

First innovation itself, which is not so much to do with improvement of any generally accepted practices as with appropriateness. Some courses will continue more or less unchanged; the syllabuses will be altered as research provides fresh evidence and understanding and suggests new fields for study, but the central purpose of the course remains because of its nature.

However, the changing social and economic circumstances of our times necessarily and properly mean that what young people (and increasingly mature students) want to study may require new courses being introduced.

The same social and economic circumstances also mean, for some time at any rate, little if any expansion. Frequently the only way to make room for a new course is to withdraw an existing course and this poses two kinds of difficulties.

One is the difficulty of enabling tutors with a proposal to make it; it is very easy for senior staff to throttle juniors. The other difficulty is to give the proposal full consideration as an institutional matter rather than a sectional concern. Decisions about structure and administration are central here.

This relates to the second reason for using the relationship between individual staff members and academic institutions as a touchstone at a very sensitive spot, that of innovation in relation to promotion and advancement.

The reduction of expenditure on higher and further education means few additional academic appointments can be made. Movement between institutions has slowed down and internal promotions are few; it is therefore back to dead men's shoes for promotion.

On the public side of the boundary line, the Burnham FE salary scales have muted the problems through the arrangements for lecturers (II) to move on to the senior lecturer scale, and for senior lecturers and principal lecturers to move through a salary bar to higher maximum salary.

But even so there is no doubt that a very serious problem is arising; opportunities for personal gratification and feeling of achievement which have in the past been fairly readily available for those with ambition and willingness to compete for posts, are greatly diminished.

Unless these feelings are somehow accommodated, institutions will not be the healthy flourishing places they need to be. Institutions now need to find ways of giving more responsibilities to a larger number of individuals to provide stimulus, incentive, an extension of experience and enlargement of capacity. Again it is a question of administration and structure.

The third reason concerns teaching and learning. Research into the teaching methodologies used in higher education is not extensive. Whatever may be said about the design of courses, the techniques of using different kinds of teaching materials, the use of tutorials, seminars, lectures and libraries and methods of assessment, what matters most is the way tutors and students see each other and join in the common pursuit which is the purpose of the course.

Without going into the debate about the division of time between research and teaching and their relationship, there is little doubt that effective teaching takes a great deal of time. The more responsibility for the results of the teaching and students' learning can be delegated to the teacher, the more worthwhile is the time spent on teaching likely to become, and the greater the chances of the student believing he is well taught.

We need devolution within institutions to give men and women who teach in universities, colleges and polytechnics a proper place in the sun. Any shift in curriculum towards modular courses ought to offer opportunities to spread responsibility from academic matters more widely throughout the staff.

In many institutions, of course, devolution is the standard practice. But not in all, and even in those places where it is claimed to be standard practice there are likely to be significant variations between departments, schools or faculties.

There is, however, a deeper and more subtle problem. What senior academics may see as delegation of responsibility for making arrangements for teaching, for setting examination papers, or for sitting on committees, sometimes does not seem to junior staff like delegation of power at all.

If proposals for changes in academic courses and programmes are shunted into sidings, and the administration of existing courses always takes priority on the main line, devolution of power becomes a question of who controls the signal box; how to get a course proposal out of the siding on to the main line.

Now seems the time for each institution to consider the devolution of academic responsibility, explicitly as the guiding principle for its academic and administrative structure.

This is a very difficult issue indeed. It demands that all staff, however senior or junior, should be prepared to question their own experience of work and study within institutions which have usually been organized hierarchically.

On the one hand there are those in the academic hierarchies which have served institutions long and effectively. On the other hand there are others who are relatively untried, but who are trying to find an alternative structure.

To find a meeting point that combines the best of each in the service of both—which is what institutions need—is the responsibility of the institution itself. This is likely to mean giving the same exhaustive discussion to questions of academic structure and administration as is given to the design and approval of courses.

Similarly, students have to be considered directly. Generally their experience of the way schools do their day-to-day work gives them a hierarchical view of institutions; they need to be encouraged to accept the greatest possible responsibility for their own studies.

Again these are matters for the institution itself. They mean taking steps to ensure that students understand their position and their responsibilities towards themselves and the institution.

Academic structure and administration relate directly to the foundations of teaching and learning in higher education. Especially when contraction rather than expansion is the threat, it is hard to see how institutions can serve students as they should unless they grapple with these questions.

The author is principal of Bishop Lonsdale College, Micklegover.

How a lack of money is restricting the growth of careers services

Andrew Barry discusses the results of a survey of the effects of government economic cuts on careers guidance in FE and HE

One of the latest developments in education to suffer from the Government's curb on local authority spending has been the extension of careers services into further and higher education.

Under the 1973 Employment and Training Act, local authorities were, for the first time, required to provide a careers guidance service for students over the age of 18.

This obligation only came into force in April, 1974, but in December, 1975, the Government's circular on local government expenditure pulled the rug from under the careers service's feet. For it prohibited the use of the rate support grant for further extension of the careers service's work in these sectors.

As a result, the plans of many authorities were prematurely curtailed. A recent research project undertaken at Manchester Polytechnic has shown that this sudden clampdown, which has been renewed in the current rate support grant, is having a significant effect on careers services developing their work in education.

The immediate effect of the cutbacks was to cause working parties to defer proposals, or wind up their committees. Those which were successful in establishing new or expanded services in the autumn before the axe fell tended, inevitably, to be those which had been less thorough.

The overall result of the Government's restrictions has been to limit both further education and higher education. For nearly half of the careers services in a sample of 38 reported that they had been unable to extend their services in further education to any appreciable extent, though the figure was only one-third for higher education.

The disparity between the two authorities provided some careers guidance services for further education students prior to the 1973 Act, but rarely for higher education students.

The provision was, however, very piecemeal, generally rather limited and confined to lower-level further education students, with extremely few specialist further education and higher education careers officers. Little time was spent by the careers service visiting institutions to provide careers guidance, which was often only available to students who called at careers offices.

In the majority of cases financial restrictions were the prime reason for the lack of much—or even any—development of further education/higher education work since April, 1974.

One careers service seemed to mirror the feelings of a number when it commented that "we are not covering the ground either as we would wish or indeed at the level which young people need and deserve".

A shortage of trained staff was also a factor in limiting developments in some cases. Generally this was only a temporary problem, caused by the sudden demand for careers officers resulting from the mandatory requirements placed upon all local authorities to provide careers services under the new Act.

But it had serious long-term effects, since many of the services which were unable to extend their work in further education and higher education for this reason were later prevented from doing so by financial cutbacks.

Two features stand out from the Manchester survey about the way that the careers service's work in this field has developed. First, no single pattern of development has emerged. In both organizational structures and the actual approaches to further education/higher education work, careers services have tended to develop in a number of different ways.

For example, careers work in further education and higher education has in some cases been combined into one specialism, while in other authorities the two have been separated, with further education often being combined with the work of careers officers in schools.

Secondly, even where there have been significant developments in careers guidance work since April 1974, there have still been enormous variations.

These differences range from the numbers of staff working in further education and higher education, to the amount of time spent at institutions and the quantity and quality of vocational guidance, careers education and so on.

Moreover, even services with the best practice rarely provide comprehensive coverage for students at all the institutions within an authority. Provision is usually concentrated on one or two of the colleges.

Clearly there is considerable room, and indeed need, for expanding careers services in both further education and higher education. Major areas where improvement is required include increasing the amount of vocational guidance offered to students, freeing careers officers responsible for both further education and higher education work from heavy school caseloads and improving publicity methods.

Coverage of the various educational institutions is also piecemeal, with some—particularly colleges of education and specialist colleges—still receiving little attention.

How are the Act's aims to be achieved? Simply waiting for financial curbs to be lifted is far from satisfactory, since it could be a long wait. Many services stated in reply to the survey that they have plans for developments, but very few were at all hopeful that they would be able to implement them in the foreseeable future.

This raises the question as to whether the careers service should have become directly involved in further education and higher education at all, or whether it might not have been better for careers guidance in these sectors to have been provided by the institutions themselves.

The universities and their appointments boards see an early model here, but there seems no evidence for concluding that polytechnics which have established their own careers advisory services, are any better or worse served than those polytechnics where the local authority careers service provides an institution-based service.

A possible solution could lie between the two extremes. One suggestion has been for the careers service to assist an institution to develop its own careers advisory functions, where the service is unable to provide a comprehensive service itself. The service could then make its expertise available through a referral service from the institution.

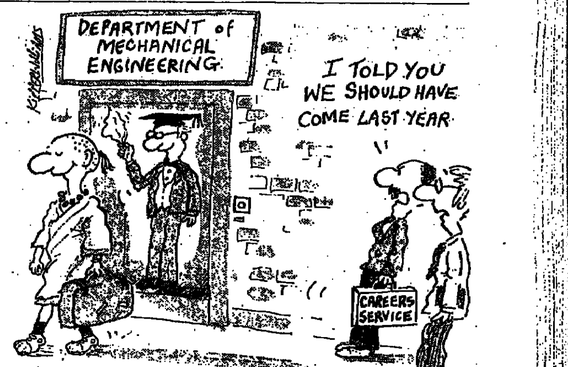
The problem with this, however, is that the institutions are also straitened circumstances and—apart from some of the polytechnics—are probably unwilling to develop such services themselves, while the legal obligation remains with the local authority as a whole.

At present, provision for formal careers guidance seems to be relatively uncommon within the institutions, and it is mainly given by tutors or departmental heads, if at all. Even in these cases, many careers services do not co-ordinate their work with institutions in either guidance or placement, so a revolution in careers services attitudes would be required for this approach to be effective.

Some more radical initiative may therefore be required in order to obtain the necessary resources, such as a national takeover of the careers service by the Manpower Services Commission.

This however would meet strenuous opposition from many careers officers, and would cause major problems if it had to follow hard on the heels of the recent changes brought by local government reorganization and the 1973 Act.

The author is a freelance journalist and holds a diploma in careers guidance.



The Times Higher Education Supplement (London) Room 641
Tel. (202) 638 8765 National Press Building Washington D.C.

Court ruling raises new 'positive bias' doubts

The California Supreme Court has ruled that the University of California acted unconstitutionally in reserving places in one of its medical schools for minority students. The court upheld the complaint of a white student who was denied admission to the school although he was better qualified than some of the blacks admitted.

The court's decision is of major importance, and throws the whole policy of "affirmative action" into disarray. The university is to appeal, and the issue is almost certain to go to the United States Supreme Court.

This is the fourth time within the past six weeks a court has outlawed the preferential intake of minority teachers or students.

The California case arose in 1973 when a student called Alan Bakke applied to the medical school at the Davis campus of the university. Competition was fierce: there were 2,644 applicants for 100 places. Of the 100 places, 16 were reserved for minorities. Mr Bakke was rejected. He applied again in 1974, together with 3,736 others. Again he was rejected, and took out a lawsuit.

The court found that his grade point average and scores in the medical college admission test were higher than the average of the minority students admitted under the school's special programme.

It said that the school had therefore violated Mr Bakke's right under the equal protection clause of the 14th Amendment by considering race or ethnic origin as a criterion for admission.

The university is aghast at the judgment. It openly admitted that the whole point of the special admissions programme was to increase students from certain racial categories. If test scores and interviews alone had decided entry in 1973 and 1974 not one minority student would have been admitted.

The court also touched on the issue of preferential treatment in the employment of minority staff. It said that positive discrimination could only be used to make up for an imbalance caused by an employer's deliberate discrimination against certain racial categories in the past.

This strikes the university as ridiculous. It argues that a law school that had deliberately kept out minority lecturers could now have a special programme to employ them, but one that had not would not be allowed to.

By virtue of California's size and the preeminence of its vast educational system, the ruling there overshadows similar ones in the past few weeks. But the nuances are different, and it is now therefore a matter of some urgency to higher education that a common definitive guideline is laid down by the United States Supreme Court.

As it is, affirmative action places universities in a perfect "Catch 22" situation. If they do not show rapid results in increasing the proportion of minority teachers or students, they will lose all federal government support, and if they do make attempts at the expense of white males, they will be sued.

The Supreme Court has never ruled on the issue of reverse discrimination in education. The celebrated DeFunis case in 1974 was declared moot and no judgment was issued as DeFunis obtained a place in law school after he had brought the case and before the Supreme Court could make a ruling.

Maths departments warned of 'unemployable specialists'

Canadian universities are training too many unemployable specialists in mathematics and not offering enough service courses for students in other fields who need a good grounding in the subject, says a report from Canada's Science Council.

It says university departments of mathematics are still following a pattern established in the 1890s. As a result, many graduates in the subject are unable to communicate and have difficulty finding jobs.

The report finds that in general, people are uneasy with mathematics, even though "our civilization is largely based on it". Industry criticises university mathematics graduates for their "inability to communicate with non-mathematicians, to work cooperatively with others, to tackle unfamiliar problems with zest and courage". Parents and teachers are confused by the "new mathematics" in schools and are concerned by the decline in computational skills.

University departments still focus on preparing students for graduate studies in mathematics, though the demand for PhDs is declining, and pay little systematic attention to service courses for non-specialists, though the demand is increasing. A growing number of subjects such as the social sciences, biology, medicine, physics, chemistry and engineering need mathematics, the report says.

But even the training of honours graduates and PhDs is unsuitable, as it often does not prepare them for non-academic employment. The study says more incentives should be provided for departments to train graduates for careers outside the universities. Even the "research productivity" of today's graduate should be tackled to think for themselves, with more emphasis on the background of problems, using intuitive trial-and-error methods and undertaking independent study projects, the report recommends.

At graduate level the report says many PhDs "gain a competence which is so narrow and specialized that they have very little flexibility or adaptability. They unconsciously pick up the belief that the only worthwhile professional objective is a relentless pursuit for the remainder of their life of the particular sub-sub-topic of mathematics with which their thesis deals".

The report says mathematics departments should be more closely affiliated with computer science departments, and mathematics and statistics students should write theses based on practical problems in government and industry.

Rising costs keep students at home

American students are deserting rural colleges. Between 1969 and 1974 a substantial number of these colleges declined in numbers.

Cost was the greatest disincentive to attending a rural college, according to a survey just published by the American Association of State Colleges and Universities. At a time of rising tuition and residence costs, more and more students chose to live at home, and so urban colleges grew quickly, especially those offering part-time courses and with low tuition fees.

In 1974, for example, no urban institution with fees lower than $200 lost students, though some charging more than $600 did. Another disadvantage of rural colleges was the lack of job opportunities for part-time students.

The survey found that the rising cost of higher education is having a profound effect on the pattern of undergraduate enrolment. Average family income in rural areas is lower than in cities, and this again depressed the numbers going to rural institutions.

But all in all higher education is becoming a service afforded only by the better off. There was a fall in the number of 18 and 19-year-olds going to college, mainly because their parents could not afford to pay (especially if a brother or sister was already at college). The overall rise in enrolment was entirely accounted for by students aged 24 to 34—mainly part-timers.

The steepest decline in the number of traditional college-aged students was among those whose families earned less than $5,000 a year, but even among students from families earning up to $15,000 there was a 20 per cent fall in attendance. Dependents of families earning over $15,000 also went down by 8 per cent.

The survey said there was a clear correlation over this period between cost and college attendance, with the least expensive forms of education growing most. The low-cost two-year colleges grew very fast, as did public four-year colleges serving mainly commuter students. Part-time enrolments grew much faster than full-time.

Fraud probe into recruitment of foreign students

The United States Immigration and Naturalization Service is investigating colleges in five states which are falsely certifying that foreign students have been accepted for enrolment. The certification enables aliens to get student visas to enter the United States.

To get a student visa legitimately, an alien must first be admitted to a college on an approved list. The college then issues him with a form, supplied by the immigration service and signed by a college official, which certifies that he has been accepted. The student presents this to the American Embassy, which issues a student visa.

Apparently some colleges are issuing blank certificates to recruiters working abroad, who use them in an effort to enrol students. But many of the forms are simply bought to get visas for people who have no intention of studying when they arrive in America.

At the beginning of last month there were 144,065 people from abroad holding student visas. There were among them many thousands of people who had completed college, of whom there was no record of their having left the United States.

Entebbe memorial

A memorial fund for Jewish studies has been established at Cornell University named after Yonatan Metanyahu, one of the Israeli leaders who was killed during the commando raid on Entebbe Airport in July. His father, Dr Benzion Metanyahu is professor of Judaic studies at Cornell.

The fund will be used to help endow a professorship in Jewish studies and support extra lectureships in Jewish studies. It will also help finance a new programme of excavation in Israel and fund student exchanges between Cornell and Israeli universities.

Learning by newspaper project attracts over 30s

Over 300 newspapers last week printed a long article on the study of oceans, the first in a series of 16 which will appear every week for the next four months coinciding with international efforts to pass a law of the sea. The articles form part of one of the more unusual programmes of university extension: courses by newspaper.

Some 5,000 people, mostly over 30, are expected to earn college credits based on these 1,200-word articles, and many more may enrol for the courses that accompany them.

Colleges all over the country are now offering a course called "Oceans: Our Continuing Frontier", some prescribing additional set books, some including film strips, lectures and individual tuition, but all of them based on the newspaper articles.

Prepared by a panel of marine experts under the direction of Dr William Menard, professor of oceanography at the University of California, San Diego, the series is supported by a grant of $350,000 from the National Endowment for the Humanities. It is the fourth year of newspaper tuition, something that has proved surprisingly successful.

The idea originated in the College of Extension at San Diego in 1972. The director of media programmes obtained a grant to run a pilot programme, but the response was so enthusiastic that a full course, 20 weeks long, was begun in 1973.

The theme was "America and the Future of Man" and 250 newspapers took the series, printing the articles without alteration or editing. The College of Extension developed an accompanying study guide, and 150 colleges took part.

The articles serve really as a bait to attract interest. Students who want to earn credit register with their local participating college and are assigned supplementary readings, special lectures and film shows and meet a tutor at least twice.

How the course is organized depends largely on the college. One in New Orleans is proposing to read the articles on the radio for blind and handicapped students; some are interested in linking the course with a television series; a pilot project in San Francisco sends lecturers to hold lunchtime seminars in banks and large corporations.

The course is coordinated by San Diego, where the material is prepared for the newspapers. Those interested are sent pictures, cartoons, press releases, advertisements, coupons (to order accompanying books) and other material.

The costs are partly recouped through royalties on the study guides, and the fee of $5 each participating college pays for every student enrolled. This brought about $100,000 a year.

The scheme is guaranteed grant from the National Endowment for the Humanities, which has so far contributed about $1m since 1972. San Diego is also looking for private support from foundations.

The articles themselves have to be of sufficient general interest to attract casual readers. They have to be topical: next year one of the courses will be on crime, government and justice in America.

Many students decide to keep the course after it has started. Even those too late to enrol locally can now arrangement with the College Board, an examining body, for them at the end of the series to take obtaining good marks on the course to find a college willing to accept this as the equivalent of its own.

The papers taking part vary from the large-circulation religious dailies like the Christian Post to smaller provincial weekly papers.

Mr Benjamin Bradlee, of the Washington Post, which first paper had decided to take part, the first time this year that it had felt it was a worthwhile project for the general good of the community. There were "absolutely no commercial reasons": indeed some of the articles would increase the paper in a small loss.

The newspaper course is tied in with international efforts to pass a law of the sea.

4pc enrolment rise expected

University and college enrolments in Canada this autumn will rise by 4 per cent from last year, while a decline in the number of pupils at elementary and secondary school will continue, according to official estimates for the coming academic year.

Statistics Canada predicted there would be 385,090 university students and 231,400 college students this year. The federal government agency expects postsecondary enrolment to rise slowly over the next few years.

There are expected to be 5,531,795 pupils in elementary and secondary schools, a drop of 1.1 per from last year. Due to the low birthrate of the past 10 years numbers at these levels are expected to drop by more than 100,000 in each of the next two years.

Spending on education is expected to rise by 12 per cent this year to $14,500m. In 1975 education spending accounted for 8 per cent of the gross national product on average spending per capita on education in 1975 was $568.

Education chief appointed

President Ford has appointed a teacher from Arizona to be the next Commissioner of Education. He succeeds Dr Terrel Bell, who resigned earlier this year because he said his salary was not high enough to allow him to educate his children at college.

The new commissioner, Dr Edward Aguirre, has for several years been regional director for the Office of Education in San Francisco. Before that he taught in an school in Arizona and then at San Diego State University.

Dr Aguirre's knowledge of Spanish is taken to mean that new emphasis will be given to the flagging programme for bilingual education in America.

Russian goes over Jewish articles

A strongly anti-communist Russian teacher at Yale University has resigned after documents sent from the Soviet Union showed that he worked for the Nazis in Germany occupied Russia and wrote anti-semitic editorials for a pro-Nazi newspaper.

Mr Vladimir Sokolov-Samarin resigned after four colleagues in his department, one of whom had been in Auschwitz, said they could no longer continue to work with him. He had taught Russian literature at Yale for 17 years. Now aged 65, he will be paid until July 1977, and will draw a pension from a national teachers' organization.

Australia

Major study/work inquiry to be set up

from John Kirkaldy

SYDNEY

The Canberra government has announced a major inquiry that will investigate education and training for the labour market in Australia up to the year 2000.

Mr Malcolm Fraser, the Prime Minister, said that the inquiry would take about 18 months to complete its work. Its submissions and findings would be made public.

He said that it had been 10 years since the last comprehensive federal review of tertiary education, the Martin report. Since that date, he told Parliament, "the number of universities has increased from 10 to 19. The whole system of colleges of advanced education has been developed. Recently the Commonwealth has become more heavily involved in technical and further education."

Although its primary concern is tertiary education, the inquiry will also look at secondary education and the labour market. This was because "a significant number of children do not proceed beyond year 10 in secondary schools".

The objectives of the inquiry will "include the rationalization of existing types of post-secondary institutions, the relevance of new kinds of institutions, and the capability of both existing and possible new structures for meeting the educational needs and preferences of the individual, the community and the economy".

The government has placed particular stress on the need to examine the future requirements of disadvantaged groups, such as migrants, aboriginals and women.

The inquiry comes at a time when unemployment, especially among the young, is rising. In May 1976, the unemployment rate for persons under 20 years was 12.5 per cent, four times the national rate.

The inquiry "will examine the variety of linkages between education and employment" in terms of occupation, skill training and future requirements of the Australian economy.

The Australian Union of Students said that Mr Fraser "wanted to narrow tertiary education into vocational preparation" and restrict university courses which involved criticism of society.

Republic of Ireland

Entry criteria for medics attacked

from John Horgan

DUBLIN

Increasing competitiveness for places in the Republic's medical schools is leading to concern among some members of the medical profession that the rigid academic criteria being applied may deprive the country of many potentially useful doctors.

There are 380 places available this year in the five Irish medical schools, but applications have already passed the 3,000 mark. University College Dublin, with 135 places, has already had 756 applications. University College Cork has 406 applications for 60 places and University College Galway 500 applications for 67 places.

Trinity College Dublin is the most popular of the university institutions, with an estimated 1,000 applications for 75 places; these figures are closely matched by those for the Royal College of Surgeons of Ireland, which has only 43 places and which had regularly had over 1,000 applicants.

As a result of the pressure on places, the academic requirements are escalating. In general, the colleges operate a "5 points system" based on performance in the Leaving Certificate.

Dr Barry O'Donnell, President of the Irish Medical Association, said that he would like to see the medical schools becoming more adventurous in their criteria for entry.

In addition, many doctors believe that, by limiting selection in this artificial way, the medical schools may be excluding many of the widely differing types of personality required for the many different medical disciplines.

One of the institutions, the RCSI, is unique in that many of its places are regularly filled by students from overseas—from Scandinavia as well as from the developing countries—who pay fees very closely related to the cost of their medical education. The RCSI receives only a very small annual grant from the government, compared with the normal university medical schools.

Grant review may incorporate loans

DUBLIN

The higher education grants scheme in the Republic is to be "fundamentally reviewed", Mr Richard Burke, Minister for Education, has announced in the course of a statement in which details of the revised grants for this year were disclosed.

The revised fee element in the grant is going up to a maximum of £249 to allow for the annual increase in the fees charged by the universities and other colleges for degree-level courses, but the maximum for the maintenance element remains at £300, subject to a stringent means test.

The nature of the review has not yet been made clear, but it is thought that the replacement or supplementing of the present scheme with one based on loans cannot be entirely ruled out.

The Union of Students in Ireland, exasperated by the continuing refusal to increase the maintenance grant, is planning a new campaign this autumn.

Sweden

Election result paves way for reforms rethink

from Mike Duckenfield

STOCKHOLM

Demands for the postponement and eleventh hour rethink of the impending higher education reforms—due to be implemented next July—have been strengthened by the results of last week's general election. The fall of the Social Democrats after 44 years in power has paved the way for a centre-right coalition in which two of the three likely partners, the Conservatives and Liberals, have been among the staunchest opponents of the reforms.

The composition of the new government under Centre Party leader Mr Thorbjörn Fälldin may not be known until next week following the convening of parliament on Monday. However, it is almost certain that all three non-socialist parties will share power.

If that is the case there will be a virtual 50-50 split both on the government benches and in cabinet on the reforms. The Centre Party, which voted for the 1975 Higher Education Act, has 86 MPs while the Conservatives have 53 and the Liberals 39. The Socialist opposition has 169. In view of the split, it could be crucial which party provides the successor to Mr Bertil Zachrisson, the outgoing Education Minister.

Overall differences between the incoming and outgoing government's policies on education are few. Both agree on the need for recurrent education, closer links between school and working life, open access for all to higher education and staff and student participation in the running of schools and colleges.

The main differences centre on state control and the role of the trade unions in taking part in school and university work and in receiving priority in the adult education sector. All three centre-right parties opposed last year's legislation to give subsidies to trade unions to organize shopfloor canvassing of adult tuition.

In one area, vocational training, the new government may press harder for change than its predecessor. The Centre Party especially would like to see the introduction of a three-term system in higher education and the upper secondary school so as to give students the chance to spend one term in practical work training.

India

Goa plan aims to aid jobs

from A. S. Abraham

BOMBAY

Plans to set up a university in the Union territory of Goa are gaining momentum. Union territories have less autonomy than fully fledged states. They may have, as Goa does, their own legislatures and governments, but New Delhi exercises overall authority through a resident representative.)

A Bill incorporating the university should be approved at the earliest by next June. The Planning Commission has provided £600,000 during the Fifth Plan (April, 1974-March, 1979) for its establishment.

The Bill envisages an affiliating university with the existing undergraduate colleges (at present affiliated to Bombay University some 450 miles away) as constituent institutions. There are 13 colleges now with some 10,000 students. The university will be located about 20 kilometres from Panaji (formerly Panjim), Goa's capital.

Critics of these proposals say they are not feasible financially and too elitist academically. They do, however, concede that more job-oriented post-school courses are necessary in view of growing graduate unemployment in Goa.

Italy

Cultural role for unemployed

Signor Mario Pedini, Minister for the Cultural Heritage, has proposed that unemployed graduates be used to save Italy's museums, art galleries, archives, archaeological sites and libraries, many of which are now decaying for lack of staff.

He wanted an "apprenticeship" for graduates or young people with a "minimum of professional education" in the skills needed to restore and protect works of art or archaeological remains, and administer archives and libraries.

The scheme would principally benefit institutions in the south of the country which are often closed —much to the disappointment of tourists — because of shortage of money.

Norway

Research gets 36pc boost

Research spending by government departments is to rise by 36 per cent this year. Figures released by the Science and Humanities Research Council show that total grants will amount to 28.4m Nkr (£3.3m), a more than fourfold increase on five years ago.

The Education Ministry, sponsoring 53 projects, will be the fourth largest departmental spender with 3.7m Nkr. Although this marks a 61 per cent increase on last year's figure, the ministry's 13 per cent share of the overall budget is lower than its average during the past six years (15 per cent).

Of all spending, more than half (51 per cent) will be by research institutes outside higher education; 17 per cent will be by the universities and 3 per cent by colleges and the district high schools.

Social science research will account for 51 per cent of all spending compared with only 22 per cent on science and technology and 7 per cent on medicine.

Among education projects, the largest single grants have been allocated to studies of graduate employment, teaching of environmental studies and sex and social differences in study achievement and career choice.

France

Tertiary sector budget heralds slowdown

from George Morgan

NICE

As France's 76 universities prepare for this year's *rentrée* involving 850,000 students there are signs that the coming session is likely to be fraught with problems.

One cause for concern is the universities' financial prospects following the announcement of the higher education budget for the coming year. On the face of it the overall picture for 1977 would not appear to be too dramatic. Some isolated sectors—notably university research and student aid—have benefited massively from this year's budget. Although higher education no longer enjoys the top priority it had five years ago, university funding is scheduled to increase by 15 per cent to roughly £125m, a figure which does not include teaching and administrative salaries. University research is to receive an "equipment subsidy" of nearly £15.5m, an increase of 63 per cent over 1976.

Four hundred and ninety-one new research posts are also to be created. Student grants are to be increased by £35 per year bringing the maximum award to roughly £850. In addition, the state is to increase its subsidy to university halls of residence.

Anxiety is focused on the new priorities being laid down by Madame Alice Saunier-Seité, Secretary of State for Universities, since 1971, is below that paid for overtime to the lowest paid *agrégé* in the secondary system.

There are problems, too, in the *Instituts Universitaires de Technologie* concerning the payment of overtime hours and some establishments are having to begin the year with a budget only 50 per cent of last year's figure.

Set up in 1966 to provide skilled technologists for industry the IUTs were originally hailed as models of efficiency and quality. Since then, however, they have failed to fulfil their early promise. Only 45,000 students the chance to spend one-term two-year diploma of technology in contrast to the 85,000 who were originally expected in 1976.

According to a report by the Cour des Comptes, the national Audit Office, many of the IUTs' problems can be put down to poor management and to the super-abundance of stuff, cash and premises in view of the small number of students involved.

The report argues that the IUTs have only 5 per cent of the nation's students and yet they enjoy 10 per cent of annual spending, 20 per cent of higher education premises, 33 per cent of new investments and 37 per cent of all overtime hours.

In an attempt to rectify this situation Madame Saunier-Seité has begun by cutting 50 per cent of all overtime teaching. In defence of her decision she has said that these hours were originally intended to allow outside experts to give occasional courses on their subject but they are now given automatically to full-time staff.

policy could herald an era of university stagnation with little money available for new policy development.

The second feature of this year's budget has been the decision to finance classes given either by tutors within the university and above their statutory work, or by teachers or professional people called in from outside on an ad hoc basis.

Recently, a report by a group of experts commissioned to advise the cost of French higher education disclosed that universities were currently receiving 15 per cent more cash for overtime hours than was justified by their real needs. As a result the ministry has made this where/or they have been thought necessary.

The effect of these measures on university teaching this year will be dramatic, particularly in universities like Vincennes where 67 per cent of classes are paid for on an overtime basis. Contingency plans are being drawn up to introduce cuts of up to 20 per cent in teaching hours and some degree courses will be scrapped completely unless last-minute funds are made available.

In an attempt to offset hostile reactions in university circles, the Secretary of State has announced that the hourly rate for overtime work will be increased from October next year. The rate, unchanged since 1971, is below that paid for overtime to the lowest paid *agrégé* in the secondary system.

There are problems, too, in the *Instituts Universitaires de Technologie* concerning the payment of overtime hours and some establishments are having to begin the year with a budget only 50 per cent of last year's figure.

Set up in 1966 to provide skilled technologists for industry the IUTs were originally hailed as models of efficiency and quality. Since then, however, they have failed to fulfil their early promise. Only 45,000 students the chance to spend one-term two-year diploma of technology in contrast to the 85,000 who were originally expected in 1976.

According to a report by the Cour des Comptes, the national Audit Office, many of the IUTs' problems can be put down to poor management and to the super-abundance of stuff, cash and premises in view of the small number of students involved.

The report argues that the IUTs have only 5 per cent of the nation's students and yet they enjoy 10 per cent of annual spending, 20 per cent of higher education premises, 33 per cent of new investments and 37 per cent of all overtime hours.

In an attempt to rectify this situation Madame Saunier-Seité has begun by cutting 50 per cent of all overtime teaching. In defence of her decision she has said that these hours were originally intended to allow outside experts to give occasional courses on their subject but they are now given automatically to full-time staff.

Mme Saunier-Seité: reallocating resources.

Holland

Academic staff told they must increase 'productivity'

from Arnold Lissauer

AMSTERDAM

This year's budget proposals for higher education plan to create two kinds of university professor. Next to "expensive" professors earning more than 9,000 guilders (£1,800) a month, there will be "cheap" ones with a monthly maximum of 7,500 guilders.

The scheme will involve giving readers the title of professor. The present three-to-two ratio of professors to readers will be changed in such a way that the number of "cheap" professors will surpass that of "expensive" ones.

In all, the budget makes cuts of 212m guilders in university spending, mostly on investment.

Announcing the budget, Dr Ger Klein, junior Education Minister, said the universities would have to do more with less manpower. Senior staff would have to be engaged in university work at 1/2 : 2,000 hours a year.

The budget proposes lowering the pensionable age for academics from 70 to 65. Salaries of student assistants have to be reduced by 4 per cent.

Dr Klein said that all universities except Rotterdam are overstaffed. Amsterdam has a surplus of 8 per cent. Despite this, the number of university staff in 1977 will be increased by 615. After this no more expansion can be expected.

The new system of interest-bearing student loans, about which Parliament still has to decide, will now have to be postponed until 1979.

The number of theology, philosophy, history and language students has risen from 12,000 in 1970 to 19,000 in 1976, a number which is expected to grow to 29,000 in 1980; the biggest increase is in language courses (9,000 to 25,000).

But because of the shortage of money and staff, the *numerus fixus* is to stay at least until 1979. There will be tough restrictions on medicine, veterinary medicine and dentistry and some limits on biology, pharmacy and history.

Higher education and the cuts: I

Are public spending cuts necessary —or is there an alternative?

This week in a letter to universities the University Grants Committee announced that their grant next year would be about four per cent less in real terms than this year. This week, also, the international value of the pound sank still lower. Both pieces of news sum up sadly the political and economic climate in which higher education must survive today.

In the past three years universities and colleges have had to live with constant cuts. In last winter's public expenditure White Paper the Government announced a sharply reduced target for student expansion and much *less favourable standards of staffing and finance over the next five years.* In July Mr Healey announced further cuts, *mainly in university equipment grants. This week's news from the UGC is only the expected culmination of bad financial fortune.*

The response of higher education to these unhappy events has been confused and at times myopic. Some have objected less to the cuts than to the uncertainty caused by the manner in which they have been inflicted. Others have accepted there is an overriding need for cuts in public expenditure but argued that higher education should be treated as a special case. Others again regard the cuts as political reaction and economic nonsense. At times all three arguments have been confusingly combined. Yet a common thread runs through them—demoralization mixed with resentment. Indeed the demoralization of those working in universities and colleges is more damaging than the practical effects of the cuts. The decay of enthusiasm and the diminishing of self-esteem are much more serious than unbuilt buildings or heavier teaching loads.

In a series of three leading articles the *TIMES* will explore this great question that will overshadow all others in the next five years: how much higher education can we afford? We will argue that there is a responsible alternative to cuts and yet more cuts, one that neither ignores the harsh economic facts facing Britain today nor jeopardizes the social progress of the past 20 years.

* * *

The starting point must be a discussion of the appropriate level of public expenditure. A society's attitude to public expenditure is still the best benchmark of whether in its aspirations it is predominantly social democratic or conservative ("social market" is the new euphemism). By this test Britain has moved in the past ten years from being a pale-pink social democratic society to become a blue-wash conservative one.

Of course, public expenditure has increased considerably in real terms during this period which may appear to contradict this hypothesis. But at the same time public and political attitudes to expenditure by the State have apparently undergone an important shift. From weakly positive to faintly negative. The present scale of public expenditure is the reflection of past attitudes; present attitudes will in their own good time be reflected in future levels of public support, as is now becoming clear.

At any rate the economic policy of the present Government, to which its policy on public expenditure is subordinate, is quite clear. The Government believes that the recent growth of public expenditure has inhibited the development of the private sector on which the creation of national wealth depends (coal, steel, electricity, communications?) and that its growth must be restrained to allow for faster growth in the private sector. That, broadly, is why higher education is being squeezed along with all services heavily dependent on public support.

Except on the extreme left, the country seems to have been hypnotized by this new economic determinism into believing that there is no alternative to this conservative economic strategy. Higher education, however, has the intellectual duty as well as the political motive to challenge it before it becomes a stifling orthodoxy. This determinism is built on several important assumptions that must be critically examined.

● The budget deficit is a primary cause of inflation, an obstacle to healthy economic growth, and must be reduced by massive cuts in Government spending. The actual behaviour of the admittedly massive deficit does not support this analysis: First, it went on growing while inflation abated. Second, it has been reduced in recent months as a response to the slight upturn in the economy earlier in the year and the consequent increase in revenue. Two clear conclusions emerge: the deficit is much more intimately related to the level of economic activity than to the rate of inflation, and its reduction is much more likely to come about as a result of increased revenue—reflecting a higher level of economic activity—than diminished expenditure. The social damage that would be caused by cuts in a scale sufficient to reduce the deficit significantly would be enormous. After all, it does amount to ten times the cost of the whole higher education system. On the other hand if 750,000 of the unemployed could become taxpayers rather than tax consumers, the impact on the present deficit would be considerable.

If the Government's aim is to reduce the deficit a much more reliable way than cutting expenditure is to maintain full employment (balanced by a strict income policy) and a high level of economic activity which may require public expenditure levels to be maintained or even increased.

● The public sector borrowing requirement is starving the private sector of funds for investment. Again, not proven. The trouble in the past five years seems more often to have been misdirected or inappropriate investment (for example, the property boom) than any absolute shortage. Also much of public investment eventually filters through to the private sector either through companies trade directly with the state or [illegible] through the purchasing power of employees.

● The public sector has an unfair advantage over private employers in competition for manpower. Superficially true, substance false. Although public employment has increased dramatically in recent years has been in parts of the labour force [illegible] would not have been available for [illegible] private industry otherwise. Secondly although such competition may exist in years it is hardly an issue with 1½ million out of work.

● Too high a level of public expenditure is displacing private businesses and the national bankers. This, at any rate for some time put the humanities on the defensive and this is one reason why one *encounters very often in arts faculties a tendency to accord greater prestige to those aspects of a subject which are "tough" and "rigorous", such as, in the study of languages, linguistics, in philosophy, formal logic, in theology, gospel criticism.*

Whether or not these can be regarded as strictly scientific, they resemble science in being susceptible of comparatively precise formulation and, given certain assumptions, an agreed decision-procedure. Professor Broady hits it off well when he refers to "operations of a fairly technical kind by which we come to a decision".

This tendency deserves to be examined with some care, for it extends far beyond the naive dogmatism of certain natural scientists philosophizing outside their own subject. We are all to some extent affected by it, when we warn our pupils against "soft options" or endeavour to keep them out of the syllabus altogether, when we advise on suitable thesis topics, or establish priorities for chairs. A tendency so widespread is unlikely to be altogether mistaken and we need to do justice to its merits before we stress its limitations.

Its chief merit, I suggest, is this. We are by nature intellectually lazy. Left to ourselves, we find it comfortable to be ruled by prejudice or by prevailing fashions. To be an academic at all is to think it possible that one may be mistaken, and the easiest way to be mistaken is not to take the trouble to think, or to think only in a manner that confines the subjective experience of intellectual activity without the shock of correction. Thought is enjoyed as an agreeable form of self-expression.

To combat this native vice requires an early and insistent emphasis upon *rigour*; upon clarity of expression, upon recognition of and search for unwelcome facts, and upon the use of any methods that will correct individual bias. Thus where strictly scientific techniques are available and appropriate they should be used, and in art subjects, where there may be no techniques which are strictly scientific, precise definition, accurate analysis and patient accumulation of evidence should be demanded.

But there is a constant temptation to go further and to maintain one or other or both of two positions which are not justified; (a) that only such questions are capable of [illegible] discussion. It is often the explicit or implicit acceptance of these positions on the part of the teachers which leads *students to reject "objectivity" as such.*

All of us will be able to provide illustrations of those trends, such as the persistent vogue of behaviourism in the persistent reluctance of historians to venture upon the history of ideas, the neglect by economists of non-quantifiable elements in welfare.

Those trends are only partly explained by the prestige of science. Sometimes, indeed, "rigorous core" of what shall constitute the *non-scientific*, as it happens in the case of history. Attempts at abstraction and generalization are resisted by historians in favour of the patient accumulation of facts; and "scientific history" is scientific not in virtue of taking over the methods of natural science, but in virtue of applying its own independent standards of rigour.

The tendency of academics to concentrate their attention upon those areas that can be treated "objectively", though it starts from a sound instinct as to what is essential to scholarship of any kind, easily develops into the very avoidance of thinking which it was designed to correct.

For when someone has become expert at handling a technique, he achieves a peculiar satisfaction from it and a certain prestige; not only is it uncomfortable to question the underlying assumptions, but it requires him to ventured upon territory in which he has no assured mastery and which in all likelihood is not capable of being mastered in the like manner he is used to.

The literary critic, the historian, the philosopher generally recognizes that he is comparatively rarely in a position to show by "operations of a fairly technical kind" that his opponent is wrong or even to measure at all precisely the probability that he is

Hence the scientists with whom I started, who dismissed all non-science as poetry, were being unduly naive even about the rational structure of science itself. It is not only in inter-disciplinary studies, let alone in metaphysical inquiry, that "objectivity" is not enough. There is an irreducible element of personal judgment in all, or almost all academic work. (The hesitation concerns mathematics about which I know too little even to hazard a guess, though colleagues tell me that here too a great deal turns on individual decision.)

As soon as this is recognized the problem of impartiality arises. Wherever a question is susceptible of "objective" treatment, that is, wherever an agreed decision procedure exists, one has a duty to be "objective", but once the bounds of "objectivity" are passed the questions are, *ex hypothesi*, to a greater or lesser extent controversial.

Much scholarship in the humanities, particularly when exercised on topics remote from us in time, does not engage the passions in such a way as seriously to threaten impartiality, and does not readily arouse doubts as to the very possibility of it. But serious doubts begin to arise when we consider large scale differences of approach, like that between two rival schools of sociology, where the main question is whether sociology can be objective (as one school maintains), or whether (as the other holds), it necessarily reflects the interests of society and cannot, therefore, be value-free.

The implication is that if the latter school is right, there is no room for impartiality, and similar problems might be expected to attend the differences between liberal and Marxist historians, or between theologians who believe that theology must be purely "confessional" and those who do not.

As I have been using the word "objective" (following Broady) it is clear, I think, that sociology might in certain respects not be "objective" while yet admitting of reasonable judgments and so of partiality and impartiality. Sociology, however practised, does involve more than "operations of a fairly technical kind by which we can come to a decision".

If it is true of the natural scientist, it is true *a fortiori* of the social scientist, that certain important choices depend upon personal judgment. So when these two schools of sociology disagree about the extent to which sociology is objective, the word must have another sense.

The required sense is, I suggest, something like this: a question is objective if it is the case that, where two people disagree about the answer, at least one of them must be mistaken. Those who assume that, if sociology involves value judgments, it cannot be objective, are just assuming that value judgments are not objective in this sense.

Now there is a very strong tendency among academics to circumscribe rather narrowly the area in which objectivity in this sense is possible. Even if this area is not confined to "the rigorous core" of a subject, in relation to which a more or less agreed decision procedure exists, it is often thought not to extend to questions of value or to questions of world-view.

Sharing this tendency academics then divide into two camps. One maintains that these wider questions are not suitable for academic study and that universities can and should eschew them. The other contends that if universities ignore them, they are failing in their duty to their students and to society; and that, in any case, it is only by unashamedly begging questions that they *can* ignore them.

But, since it is assumed by both parties that these questions are not "objective" in the new sense we have given that word, those who think it proper to discuss them are led to feel that in so doing they must sacrifice the ideal of academic impartiality. Then the way is open to ideological propaganda of the most blatant kind.

I agree wholeheartedly with Professor Broady in his approach to this alleged dilemma. He argues, if I understand him aright, that sociologists and other academics are not called upon to be neutral about values, but are called upon to be impartial: that means to listen to what their opponents have to say and to weigh their evidence and assess their arguments fairly and sympathetically. They are not morally free to cast slurs upon the integrity of those who disagree with them, or use other rhetorical devices to prevent their case being properly heard, or to manipulate the processes of academic government in order to deny them employment or promotion.

It seems to me to follow that, even in relation to large ideological debates there is in principle the possibility of rational decision. One can seriously attempt to weigh evidence and assess arguments employed by one's opponents only if one admits that they may have genuine force against ones own position. A theoretical system of any kind (and world-views are, at least, theoretical systems, though more than that) develops precisely by coming to terms with counter-examples and counter-arguments, by which it is threatened and may in the end be defeated.

The reason why argument on more fundamental questions of moral, political and religious standpoint is so often ineffective is not that argument is here inappropriate, but that the questions are enormously complex and extensively ramified, so that there are many different ways of dealing with refractory evidence.

Characteristically the central postulates of one system are protected from alteration as long as possible, and modifications are made at the periphery; and the impression is thus created that no counter-arguments will ever be allowed to count against the fundamental assertions of the system. This tendency is not unreasonable, for unless some "principle of tenacity" is accepted, the system will not be preserved with enough for its potentialities to be thoroughly explored and tested.

Nevertheless, even fundamental principles may have to be abandoned or modified if the entire system that is based upon them becomes steadily less capable than its rivals of accommodating fresh observations and experience.

If, however, he and I are right in holding that impartiality implies that the issues in relation to which one has a duty to be impartial are such that, if two people disagree about them, at least one of them must be mistaken, we are committed to rejecting the relativism of some of Professor Broady's sociological colleagues. And this, in itself raises some difficult ethical problems.

We hold that, as academics, we ought to be fair to those who differ from us; but this means being fair to those who accept this relativist position. So far there is no problem. We shall exert ourselves to be fair to them, that is to say we shall listen carefully to what they say and shall give due weight to the arguments they advance, discounting only what is more ideological propaganda unsupported, or inadequately supported, by argument.

So long as, but only so long as, they themselves observe this academic ethic of impartiality in relation to their opponents, we shall allow them freely to teach and examine. But, they may complain, this is not enough. For we are saying in effect that we permit them academic freedom only on condition that they accept our ethical principles and, in so far as these presuppose certain "metaphysical" positions, in so far as they accept them too. But this is no being fair to them, for it permits them freedom on our terms, not on theirs.

Let us consider as example of what this means in practice. Let us imagine a university teacher who is committed to a particular ideology and it is part of this ideology to maintain that only those who start from certain presuppositions and reach certain conclusions are to be allowed freedom of expression. He therefore insists these presuppositions into his students, so far as he is able, and, in his capacity as an examiner grades candidates according to their orthodoxy and not according to the skill and fairness with which they present their views, whatever they may happen to be.

Should he be allowed to examine? And can he reasonably complain if he is not? I suggest that the answer to both questions is "No". For, if he appeals to the notion of academic freedom which I have been expounding, that concept allows *freedom only on conditions, one of which is that those who enjoy such freedom observe impartiality.*

If, on the other hand, he appeals to his own ideology, he can scarcely object if we stand pat on ours. Unless, that is, he is prepared to provide us with a rational case for our changing our allegiance. But any such appeal carries with it an implicit acceptance of the ethic of impartiality.

The liberal university need not claim that the social sciences, or other academic disciplines, are value-free, nor need it deny that there are matters of importance about which the truth is in essentials known; but it must insist that, if values are involved, they are open to rational discussion, and that even known or generally accepted truths are open to criticism.

There is room, therefore, for a university to be formally associated with a particular world-view, so long as that world-view allows free critical discussion. It can properly, for example, be a place of "religion" so long as it is also genuinely a place of "education and learning.

The author is professor of the philosophy of the Christian religion at Oxford University. This article has been adapted from a paper given to a conference of the University Teachers Group, and published in the current issue of Oxford Review of Education.

LETTERS TO THE EDITOR

Teacher training

from Mr D. A. Fiske

Sir,—It was a good idea to publish a complete list of the reorganization exercises (*THES*, Sept 10) which are taking place for colleges concerned with teacher education.

In Manchester there are two exercises that involve teacher education and both are due to take effect in January 1977. The college/polytechnic merger will bring together Manchester Polytechnic, Didsbury College of Education and Hollings College.

The other merger affects three colleges of education (Elizabeth Gaskell; Manchester; Mather) which will join to form the new City of Manchester College of Higher Education. The final allocation to these two institutions of the teacher education places to be approved for Manchester for 1981 is still under discussion.

Yours faithfully,
DUDLEY FISKE,
Chief Education Officer,
Education Department,
City of Manchester.

from Mr Harry Webster

Sir,—Professor Alec Ross implies (*THES* September 17) that in my letter I expressed the desire to [illegible] student teachers [illegible] courses [illegible] Education [illegible] Kingdom have taken a decision not to appoint foreign language assistants to schools in their area during the present school year.

Whatever the merits of the current drive for economy in the educational sector, it cannot be emphasized too strongly that to attempt to teach modern languages without the support of native speakers is contrary to the whole present-day philosophy of language teaching which attaches particular importance to oral expression.

The provision of foreign language assistants gives many pupils a rare opportunity both to increase their proficiency in the language and to broaden their cultural horizons. For teachers, too, the presence of a foreign language assistant can be of exceptional value in many ways. The assistant is not a luxury; he has an essential role to play in modern languages teaching.

Instituted over half a century ago, the language assistants' scheme has long since shown itself to be an indispensable part of our educational system. At a time when Britain is apparently seeking closer integration with the countries of Western Europe it cannot but be a retrograde and highly damaging step to sever existing links.

[illegible] conference which drew up the [illegible] short-term financial benefits achieved by present and proposed economies will be negligible in comparison with the educational damage and intellectual impoverishment which will inevitably follow from abolishment of the foreign assistants' scheme. It urges I.e.as most insistently to reconsider their position.

Yours faithfully,
W. H. WILLIAMS,
Chairman,
Conference of University Teachers of German in Great Britain and Ireland.
Liverpool University.

from Mr D. R. Johnston-Jones

Sir,—I read with interest Dr Jones's article on Russian studies (*THES*, September 10).

As a headmaster and former head of a large modern languages department in an English grammar school, I would like to add a small point from the school's point of view lies in the fact that Russian is undeniably much more difficult than, say, Spanish or Italian and, when reasonable progress has eventually been made, the chances of using it either for business or pleasure are clearly considerably less.

Thus if one considers introducing a new language into a syllabus, either at an early stage or to be started after O level, one is unlikely to choose Russian.

My experience over many years has been that boys starting Russian become quickly disappointed and disillusioned. Those starting Spanish, for example, find that they can make fast progress—they have already studied some French or Latin and this obviously helps—and they can see a fairly obvious reward for their trouble. They stand far more chance of being able to chat up the birds in Roma than of doing likewise in Red Square. Last but not least, one can obtain the help of native speakers of Italian or Spanish—in the form of an "assistant"—much more readily than in the case of Russian.

Yours faithfully,
DAVID JOHNSTON-JONES,
Rector,
Morrison's Academy Boys' School,
Crieff.

Universities and pay

from Mr Anthony Hartnett

Sir,—Between October, 1974, and October, 1977, most university teachers will receive about £10-a-week cost of living increases, during a period of massive inflation, when other groups will have received vastly more. If nothing is done to rectify this injustice university teachers will have a stark choice to face.

Either they accept what the Government has done, making it clear that (like teachers before Houghton) they count for nothing and are prepared to live on the droppings from the tables of more privileged groups; or they take disruptive and negative action which could destroy universities as we know them, and which will certainly turn groups of university teachers into opposing factions.

Because of the seriousness of this choice it is important that during the present round of salary discussions, a number of approaches are tried so that the goodwill of Government and senior civil servants can be fully, finally, and publicly tested.

One possibility would be to accept the amount allowed under the current "voluntary" incomes policy, and to link this with an agreement when circumstances permit, of common salary scales for lecturers and senior lecturers in universities. This would be regarded as compensation for the events of the past three years. The combined grade might be called "associate professor", and the long-term strategy should be for the top of this scale to penetrate the professorial range.

This proposal would have a large number of advantages which include: increased mobility within higher education; future rewards, given the increasing tendency for work loads and responsibilities to be shared equally by junior and senior staff; and the avoidance of certain ritualistic behaviour patterns (towards promotions and publications) which are mandatory in some institutions when lecturers approach the top of their scale.

In return university teachers might offer a more flexible approach to staff/student ratios, with the clear possibility of higher teaching loads, retraining, and early retirement. This should be linked to some increase in ancillary staff to help with research and administration. The explicit introduction of productivity bargaining into the public sector of the economy could have far reaching political and economic consequences, and would enable university teachers to set the trend for the 1980s.

The combination of egalitarian salary scales and higher productivity should be ideologically fireproof. This may be especially important when the Government becomes the Opposition, as happens from time to time.

Yours faithfully,
ANTHONY HARTNETT,
School of education,
Liverpool University.

Modern languages

from Professor W. D. Williams

Sir,—The Conference of University Teachers of German in Great Britain and Ireland, meeting at Edinburgh, September 13-16, 1976, expressed grave concern over reports that a [illegible] Education [illegible] Kingdom have taken a decision not to appoint foreign language assistants to schools in their area during the present school year.

Whatever the merits of the current drive for economy in the educational sector, it cannot be emphasized too strongly that to attempt to teach modern languages without the support of native speakers is contrary to the whole present-day philosophy of language teaching which attaches particular importance to oral expression.

The provision of foreign language assistants gives many pupils a rare opportunity both to increase their proficiency in the language and to broaden their cultural horizons. For teachers, too, the presence of a foreign language assistant can be of exceptional value in many ways. The assistant is not a luxury; he has an essential role to play in modern languages teaching.

Free study

from Mr Tony Flowerdew and Mr Richard Layard

Sir,—In their article, Edward Allen advocate free university education and accuse us of many things we do not hold (*THES*, 1st October). Perhaps we could reemphasize a few points.

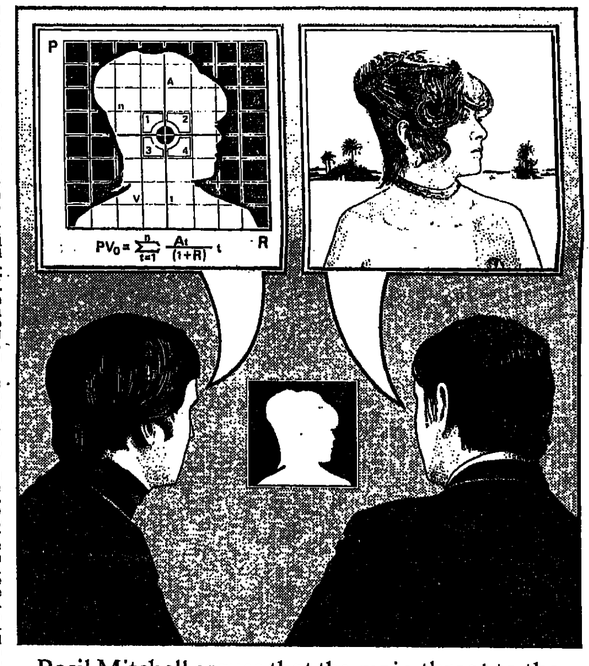
● They say that our "basic case is the cost per student calculated by dividing the cost of university education by the total number of students". As they point out, a large part of this cost goes towards the production of socially valuable knowledge. This was precisely why our basic concept was *not* the average cost per student, but our best estimate of the marginal cost of educating an additional student, *holding constant the output of research*.

● They say we think that students' future income will more than repay the cost of higher education to the individual. On the contrary we believe that many people undertake the experience of university education as such, and are willing to make sacrifices for it, for whom they never expect to be repaid financially. Others have hopes of financial gain which do not prove justified; and any conditional grant scheme would explicitly designed to cushion them against risk by relating repayments to income.

● As we see it, the crucial question is how much those who benefit from education, for whatever motive, should be subsidized by others who are on average poorer than themselves. Edwards and Layard seem to be unwilling to face this issue. They want all barriers removed, preoccupied with including . . . preoccupied with earning a living" to be [illegible] unconditional student wages. But such abolition of the present system of distribution would increase the proportion of middle-class [illegible] who they rightly deplore. Thus higher education would be pushed by everyone, which it is now, into [illegible] subsidization of those who transfers incomes from those who do not use it to those more privileged people who do.

Yours faithfully,
TONY FLOWERDEW,
RICHARD LAYARD,
Department of economics,
London School of Economics.

Commitment need not prejudice objectivity



Basil Mitchell argues that the main threat to the integrity of the university comes from those who challenge the neutrality of academic disciplines who maintain academics need not be impartial

BOOKS

Interpreting China's past

China's Imperial Past
by C. O. Hucker
Duckworth, £18.00 and £8.50
ISBN 0 7156 0958 0 and 1133 X

The Rise of Modern China
by I. C. Y. Hsü
Oxford University Press, £9.75
ISBN 0 19 501872 9

The Fall of Imperial China
by F. Wakeman Jr
Collier-Macmillan, £6.50
ISBN 0 02 933690 2

China in Disintegration
by J. E. Sheridan
Collier-Macmillan, £7.75
ISBN 0 02 928610 7

*As a student of Chinese in the late 1950s, it was possible to aim at reading everything of importance that had been published in Western languages on Chinese history. The comparatively few Western sinologists whose work was generally acknowledged had tended to concentrate on the pre-imperial era and the late Ch'ing. The academic study of Chinese communism had scarcely begun, and though there was even then no shortage of general histories of China the best of the new ones was, by today's standards, lightweight. This was the third edition of Goodrich's *Short History of the Chinese People* (Allen & Unwin, 1969); its 75,000 words, compared with the 200,000 of Charles Hucker's *China's Imperial Past*, do indeed represent considerable brevity, but it was readable and reliable and it can still be recommended to the new student.*

*The explosion of interest in China during the past decade, encouraged by Vietnam, the Cultural Revolution, China's admission to world assemblies, and not least the growing Western appreciation that our civilization did not develop in total isolation from the East and may yet have lessons to learn from it, has meant an outburst of academic publishing on Chinese history. A marked feature of this publishing, however, has been its preoccupation with modern China and the general history. The student in the 1950s lamented the absence of authoritative histories of the major dynasties, and his successor in the mid-seventies is no better off. He still cannot go to the library shelves and take down the history of the Tang or Ming, in the way that he can take down that of the Tudors or the Stuarts. The forthcoming *Cambridge History of China* may change the situation, but in the meantime it is a trifle disappointing to find one of the very few real Ming scholars, Professor Hucker, producing yet another "Introduction to Chinese History and Culture" instead of a substantive history of his own period.*

*His book, *China's Imperial Past*, will have to take its chance then and stand comparison with all the other general surveys of Chinese civilization. Unlike Joseph Levenson and Franz Schurmann's *China: an Interpretative History* (University of California Press 1970) or Mark Elvin's *Pattern of the Chinese Past* (Eyre Methuen 1973) there is nothing particularly original about its approach. It divides its period of coverage into three epochs (the formative age to the Ch'in unification, the Han to T'ang, and the Sung to mid-nineteenth century) and deals with each under the headings of general history, political institutions, social organization, religion and thought, and literature and the arts.*

It was evidently written too long ago to reveal the excitement of recent archaeological finds, so that it is already dated by its omissions. Can any history of ancient society, for example, now ignore the evidence of Ma Wang Tui, the tombs of Liu Sheng and Tou Wan, etc? And is it now sufficient to concentrate solely on bronzes when describing the arts of the Warring States? Knowledge of Warring States and Han art has been revolutionized in latter years, but the subject receives scant attention from Hucker.

In fact there is an imbalance throughout the book between literature and the other arts. The survey of literature is certainly excellent and includes many new translations of Chinese poems as well as summaries of the major novels, and examples of short stories, but painting, ceramics and so forth seem to be included only because their absence would substantially contradict the claimed comprehensiveness of the cultural survey and they do not receive equal attention. Other sections of the book are more thorough, concentrating on social, political and economic developments rather than a chronological recital of dates and facts. On balance, therefore, it is a useful reference work, well illustrated and representing a substantial achievement from the pen of one author, but one is bound to ask whether it was really needed.

*A second edition of Immanuel Hsü's *Rise of Modern China* is undoubtedly welcome. The first edition established itself as a standard textbook on the history of China since 1644 with an emphasis on intellectual topics. Now Professor Hsü has included new material in the body of the original text, and has added new chapters on the Cultural Revolution, the Lin Piao episode and its aftermath, the Sino-Soviet split, the Sino-American and the Nationalist rule on Taiwan. The book thus becomes exceptional in its coverage of China's development from the seventeenth century to the 1970s, and is good value for money. The index, which was weak in the first edition has been revised; and so have the excellent bibliographies.*

*The rise of modern China has meant vast transformations within that country. A new series from Collier-Macmillan, entitled The Transformation of Modern China begins the explanation and interpretation of modern history with two titles and it augurs well. *The Fall of Imperial China* by Frederick Wakeman and *China in Disintegration* by James Sheridan are each in their way different from anything hitherto published on the period before 1949. Wakeman, who has already shown a liking for an original approach to the well-known topic and who writes in a fresh, lively style, investigates the internal forces which had begun to destroy imperial China before the nineteenth century.*

Mid-fourteenth-century blue and white wine jar. From The Chinese Potter, by Margaret Medley, Phaidon Press, £8.95.

While not belittling the effects of the Western invasion he shows how these interacted with social changes that originated much further back in imperial history. He analyses the function of the peasantry, the gentry and merchants and demonstrates the complexity of traditional society. He points out that there had been plenty of dissenters at all periods of Chinese history, but that rebellion had been prevented from becoming revolution by such cohesive factors as the belief in Heaven's mandate, the acceptance that the revolution of the dynastic cycle would be repeated by another one like it, the importance of ritual magic, and more practically the need for the continuance of effective bureaucracy.

Yet within traditional society there developed one subclass which was to destroy imperial government and eventually itself also, the lower echelons of central government and those of local government which formed a substantial part of what is usually called the gentry. Hucker prefers to call it the "social elite", and its growing alliances through the Ch'ing period not only widened the gulf between the post-holders and the peasantry they governed, but also separated these same post-holders increasingly from central government and the idealism which this professed. In other words, Confucianism ceased even theoretically to motivate the actual rulers of the people and from the eighteenth century onwards, as the size of the population increased dramatically and post-holder unforeseen problems, self-interested extortion became the response of more and more of the gentry.

It was the beginning of warlord ethics on a significant scale: "The gentry's growing domination of Chinese rural government was the most consequential internal political development of the late imperial period."

James Sheridan takes up the same theme from a different standpoint. His approach to the complicated period between 1911 and 1949 is to note the passing of the social and ideological ties that held the nation together before the late Ch'ing, to study in detail the political, social and cultural disintegration of China during the early Republic, and to trace the reemergence of an integrating spirit of nationalism that was especially associated with communism in China. It is a study of the tug of war between central and regional rulers that has been and will be an eternal feature of Chinese politics. It contains an illuminating analysis of warlordism with some pertinent observations on its relationship with Confucianism and popular heroic ideals. It gives a sympathetic account of the policies of Sun Yat-sen and Chiang Kai-shek, and an objective description of their successes and unfortunate failures. Particularly impressive is the treatment of the intellectual turmoil of the period, the failure of anti-cultist ideology, and the appeal of the radical alternative. "Ideology plays a crucial role in the reintegration of a society that has fallen apart. It provides a basis for understanding what has happened and what must be done." The communists developed an ideology that was comprehensible and attractive not only to intellectuals but to peasants as well. The gentry, warlords and Kuomintang had fulfilled their catalytic role, and lacking any post-ideology were overwhelmed as the nation drew together again.

If Hucker's history is an achievement of synthesis on a grand scale, Sheridan's is no less impressive in its clarification of a single, complicated period. In fact it is all the more impressive for being the first of its kind. It is exactly the sort of single volume history that is urgently needed for many of the imperial dynasties.

Keith Pratt

Century of change?

Seventeenth-Century Europe
Society in an Age of Revolution
edited by Paul S. Seaver
New Viewpoints/Croom Helm, £6.95
ISBN 0 531 05377 6

The commendable purpose of this volume is to depart from the well-mentioned concentration on the English civil wars and revolution of the 1640s and 1650s and to look at the seventeenth century as a whole. How much fundamental change was there in the period in social structure, economic organization, and in political institutions and assumptions and participation? How profound was the intellectual transformation from the theocentric world view based on monarchy to the new science of Newton, Locke and others? Did the seventeenth-century political theorists ? Was this intellectual revolution" as Christopher Hill has claimed, or did it only after all agree with G. R. Elton, Peter Laslett to downplay the "revolutionary" significance of these years?

The editor has selected seven major essays, all previously published in scholarly journals, to address themselves to different aspects of the question of discontinuity in the seventeenth century. The result is a set rather than a comprehensive assessment; there is too little emphasis, for instance, and virtually nothing on religion.

Lawrence Stone's well-known exploration of social mobility in England 1500-1700 opens the collection and contrasts the increasing openness of English society at the beginning of the seventeenth century with the deliberate restriction of the channels of mobility as practised at the end.

Joan Thirsk's stimulating examination of seventeenth-century agriculture and social change looks at the fundamental socio-economic contrasts between regions which by the end were to produce an agricultural revolution in arable areas and an industrial revolution in pastoral ones.

D. C. Coleman's famous essay on attitudes to labour in the economy of the seventeenth century is reprinted here and the collection ends with J. H. Plumb's important and thought-provoking article on the causes and consequences of the growth of the electorate in England from 1600 to 1715.

*It should be pointed out, however, that none of these articles (published between 1958 and 1970) is new. Two appeared in *Past and Present*, Joan Thirsk's in a supplement, *The Agricultural History Review*, Coleman's in *The Economic History Review* and already reprinted elsewhere. For academics and libraries, therefore, this is likely to be an unnecessary book; they will already possess the articles in their original form and will comfortably manage without the editor's rather lightweight introduction. This book is clearly intended for students, and the assumption but students, who will be unable or unwilling to buy it, is a hardback only at £5.95.*

R. C. Richardson

NEW HISTORY TITLES FROM YALE

The Godly Man in Stuart England
Anglicans, Puritans, and the Two Tables, 1620-1670.
J. SEARS MCGEE
A study of the differing attitudes toward ideal Christian behaviour between Anglicans and Puritans at the time of the Civil War. The author shows how religious beliefs particularly the interpretation of the Ten Commandments, influenced political behaviour and enabled people to tell friend from foe in the ferment of revolutionary England. Although political and social differences were of prime importance in the Civil War, the author believes that the religious differences should not be minimized.
£11.55

Roman Government's Response to Crisis, A.D. 235-337
RAMSAY MACMULLEN
A study of the grave administrative problems caused by foreign wars and internal disruptions from A.D. 235-337 and the measures that were taken to solve them—measures that reshaped the army, administration, economy, and society. The author studies the origins of these Roman policies and institutions that had such a long history thereafter and traces the chain of cause and effect that produced a radical transformation of the ancient world.
£11.85 October

Interaction of the "Sibling" Byzantine and Western Cultures in the Middle Ages and Italian Renaissance (330-1600)
DENO JOHN GEANAKOPLOS
A unique interdisciplinary study which focuses on the cultural interaction between Byzantium and the West, in the Middle Ages through the Renaissance. The author studies the gradual rearrangement of political ideology, mysticism, liturgy, law, and art and shows the gradual penetration in the West of both the classic Greek inheritance and the creativity of the Orthodox church.
£18.15 October

United States—Comanche Relations
The Reservation Years
WILLIAM T. HAGAN
The story of the Comanches, 1867-1906, is an account of the transformation of a proud and fiercely independent people into apathetic wards of the United States. The author shows how misunderstanding on the part of the Indians, unscrupulous manipulation on the part of whites, and unwitting disregard caused the Comanches to be consigned to an unsuitable reservation where they were expected to become farmers and stockmen.
£12.90 October

Religion and Respectability
Sunday Schools and English Working Class Culture, 1780-1850
THOMAS WALTER LAQUEUR
A wide-ranging investigation of Sunday schools which challenges the conventional view of these institutions and shows them to be the product of the cultural and educational aspirations of the community they served rather than an imposition of middle class values and culture. The Sunday schools also served as an alternative religious centre distinct from Chapel or Church and the relationship between the two was seldom close and occasionally hostile.
£10.50 November

Yale University Press 20 Bloomsbury Square London WC1A 2NS

BOOKS

Old-fashioned radical

David Lloyd George and the British Labour Movement: Peace and War
by C. J. Wrigley
Harvester Press, £10.50
ISBN 0 85527 254 6

A Short History of the Liberal Party 1900-1976
by Chris Cook
Macmillan, £6.95 and £3.95
ISBN 0 333 12157 C and 19268 0

In 1903 Keir Hardie wanted Lloyd George to lead "a Progressive Alliance of Radicals, Irish and Labour with the battle-cry of 'People versus Privilege'". Down to 1914 Lloyd George was widely regarded as the outstanding left-wing leader in Britain, a politician who struck fear in the hearts of the landed aristocracy and who inspired the downtrodden with hopes of a better future. The outbreak of the Great War saw his transformation into the advocate of all-out resistance to the menace of Germany: Lloyd George moved into close cooperation with the Conservatives until the partnership was severed in 1922. Chris Wrigley's study, arising out of his PhD thesis, examines the relationship between Lloyd George and the labour movement with the emphasis on the period 1905-1918. It is based on a thorough survey of official and private archives, newspapers and published sources.

Lloyd George liked to think of himself as the defiant "man of the people" who had known poverty and hardship in his youth and had triumphantly surmounted these obstacles to attain a distinguished position in the Cabinet. His background was relatively humble but not impoverished; he liked to exaggerate and embroider his origins, particularly on the public platform, as illustrated in speeches cited here. Shortly before assuming office in 1905 Lloyd George stated that no issue had come before Parliament while he had been an MP in which he had not supported the interests of the working class. This was true and helps to explain Keir Hardie's respect for him. In Dr Wrigley's view, Lloyd George was in essence an old-fashioned radical who appeared more advanced than he really was because of his charismatic qualities and tactical astuteness. Lloyd George had an enduring belief in the underdog and wished to help those oppressed by the workings of the system, an attitude which was in part conditioned by the environment of north Wales in which he grew up. He disliked landowners and the anglicized establishment of Wales; he fervently supported the quarrymen in their long and bitter struggle against Lord Penrhyn at the turn of the century. He supported social reforms, such as the introduction of old-age pensions and national insurance, but he did not fully understand or sympathize with trade unions. He did not look favourably upon socialism and was opposed to the development of a Labour party. Lloyd George believed in a mixture of state intervention, entrepreneurial scope and a certain measure of egalitarianism; this was the recipe for running the state and the economy effectively. These traits were visible before 1914 but became wholly clear during the war, especially when Lloyd George was Minister of Munitions (1915-16) and Prime Minister (1916-22).

The labour movement was faced with great problems of readjustment during the First World War. Restrictive practices, built up and jealously safeguarded by the craft unions over a lengthy period, had to be suspended and the wider employment of women accepted. Lloyd George was successful in persuading the unions to tolerate these developments but he did not comprehend the extent of the mental readjustment involved and the resentment often to be found on the factory floor. The Government paid inadequate attention to the effects of inflation on working-class budgets and Lloyd George's policies discriminated in favour of wartime entrepreneurs by condoning profits that were often excessive. He showed his accustomed shrewdness as a negotiator in his dealings with union leaders but tended to think that leaders could automatically deliver the support of their followers and was not infrequently disappointed in consequence.

The suspicions of Lloyd George in labour circles stemmed from his too obvious admiration for the businessmen with "push and go" and from his faith in conscription, which it was feared could be extended to the industrial front with fatal results for the unions. The most serious blow to Lloyd George's relationship with the Labour party arose from the crisis over the Stockholm conference in 1917, involving the resignation from the government of Arthur Henderson. Thereafter, the Prime Minister was regarded with greater hostility by the left, which was reinforced by postwar experiences. When Lloyd George was discarded by the Conservatives, the option of successfully moving into cooperation with the Labour party was no longer available to him.

Wrigley's analysis is always carefully expounded and is in the main convincing. On occasion Lloyd George's policies might have been considered in more depth and he sometimes gives the impression of forgetting the range of problems that confronted him as Prime Minister. However, it is a valuable contribution to the rather neglected theme of Lloyd George's relations with labour; perhaps Wrigley can be tempted into pursuing his investigations into the postwar years. The book has been well produced but I have two complaints: footnotes are located at the back and there is regrettably no bibliography but simply a list of primary sources.

The rise of the Labour party was unavoidable but could have been delayed had the Liberals committed themselves more wholeheartedly to egalitarian policies and had they not been so weakened by internecine disputes, notably between the supporters of Asquith and Lloyd George. Chris Cook has written a lucid and reliable account of the evolution of the Liberal party from Gladstone to the present. He and his publishers are to be congratulated for bringing the story so up to date; the narrative ends with Jeremy Thorpe's resignation from the leadership in May 1976. There could profitably have been more discussion of the distinctive Liberal contribution to such important areas as European unity and devolution within the United Kingdom and it is odd that no reference is made to David Steel's role in promoting the Abortion Bill. Some of the minor detail in the contemporary period could have been omitted in the interest of such discussion.

Peter Lowe

Link in a pedagogical chain

Companion to Russian Studies 1: An Introduction to Russian History
edited by Robert Auty and Dimitri Obolensky
Cambridge University Press, £12.50
ISBN 0 521 20893 9

The modest title to this ambitious book—likely to become a standard work of reference—has a certain significance: there are problems peculiar to providing an "introduction" to so large a subject. The thing that the reader notices is that the 10 authors of this collaborative volume do not talk down to the uro, nor try to ease his passage through Russian history with the simplified hold-all theorizing that one too often encounters. Facts come first; sometimes so many that parts of the text read very drily, and little of it can be quickly absorbed. Yet most of the authors maintain a clear style while presenting their concentrated material. (Raeff and Keep in particular also manage to make sharp aphoristic judgments on the events they record.) Their tone is never less than authoritative, and they have the unmistakable ring of being in touch with the best of modern scholarship, Eastern and Western—recognizing its areas of ignorance as well as of knowledge. Only one section—"The Soviet Union and its Neighbours"—by Hugh Seton-Watson—seems to sit intensily in the overall scheme. Its historical survey is sketchy, inaccurate and apparently suffused with a vague anti-Russian tendentiousness that reads rather oddly in such a volume.

As in all history, these writers have to strike a balance between telling a story and painting a picture, between the narrative and the interpretative impulses. The narrative factuality of most of the volume tends to minimize interpretation, which the student might somewhat regret; but there are two splendid analytical chapters providing a vivid survey and commentary on the state of Russia at different periods. The first is "The Geographical Setting", by D. J. M. Hooson—an essential preliminary to the study of a country in whose history climate and soil have been determinative factors, ranging widely and intelligently through the various social implications of geography. The second is what one is tempted to think of as the "heart" of the volume: Marc Raeff's essay on Imperial Russia from 1689-1855, dense but lucid, building up a memorable "portrait" of eighteenth century Russia, its society, its dynamics and its tensions.

A variety of contributors allows some variety of approaches and almost every chapter succeeds admirably in its own terms. Whether the whole is as satisfactory as the parts is more problematic: as the editors recognize, certain things are bound to slip through the gaps between different individuals' conceptions of their themes.

*The tone of the book is mostly that of traditional "straight" history, political and social, and while this is supplemented by certain discursive chapters (for example, on the Russian Orthodox Church and on Soviet economics) cultural/intellectual history gets skimpy treatment throughout. Further volumes of the series will indeed cover literature and art, but anyone looking up for instance, St Sergius, or Betskoy, or Bogdanov will be disappointed; I think the intelligent reader beginning to study Russian history would want it to be more exactly "placed" than it is here, whether with regard to medieval Byzantium or modern revolutionism. However, the book's role as only one link in a pedagogical chain is emphasized by its provision of extensive bibliographies. They will be helpful if used with discrimination; no one directs us to Pipes's remarkable recent history, while references to works published in St Petersburg in 1869 and Paris in 1910, or to the entire run of *Pravda*, might serve more to daunt than enlighten the neophyte.*

A reliable book then, which is occasionally inspirational, valuable for reference, crisply written but not pretending to comprehensiveness. There are no illustrations, but 17 maps; and these deserve more than a mention. Some are unusual and exciting, explaining, for example, complex climatic idiosyncrasies at a glance. Others are less good: the familiar history-map ("Rise of Muscovy", inevitably) tends to lie by omission, while the first map of all—labelling the Dnieper as the Don and the Dnester as the Dnieper—lies more straightforwardly. Will cartography always be the poor relation of history? Has anyone ever come across any Western book on Russia whose maps are accurate?

Robin Milner-Gulland

History from Oxford

War in European History
Michael Howard
'Wars have often determined the character of society. Society in exchange has determined the character of wars. This is the theme of Michael Howard's stimulating book. It is written with all his usual skill and in its small compass is perhaps the most original book he has written.' A. J. P. Taylor in *The Observer* £3.50 paper covers £1.50 *OPUS*

The Struggle for Stability in Early Modern Europe
Theodore K. Rabb
'It is a splendid doubt-provoking performance. Unlike historians who stretch, fragment, and multiply their crises, Rabb insists on a moment of decision in mid-century .... Essay-writers will quote and misquote it abundantly; margin-markers will find little they can leave out: and the simultaneous paperback should ensure well-deserved and lasting sales.' *The Times Higher Education Supplement* £3.50 paper covers £1.50 *Oxford Paperbacks*

The Economy of England 1450-1750
Donald C. Coleman
Between 1500 and 1650 grain prices rose about sevenfold and the population of England more than doubled. The period between 1650 and 1750, often misrepresented as one of economic stagnation, germinated the first industrial revolution. Professor Coleman discusses these and other phenomena of economic change, placing them in the context of contemporary politics and society and of continental Europe as a whole. £3.75 paper covers £1.75 *OPUS forthcoming*

English Towns in Transition 1500-1700
Peter Clark and Paul Slack
In a fascinating synthesis of recent research on early urban history, the authors reconstruct a picture of life in Tudor and Stuart towns and analyse the processes that decisively shaped modern urban society. The book is adopted as a set text for the Open University course, No. A322. £3.50 paper covers £1.75 *OPUS forthcoming*

Inspection copies of these books are available to lecturers wishing to consider them for adoption as required texts. Please write to the University Promotion Section, Oxford University Press (THES), Ely House, 37 Dover Street, London W1X 4AH.

THE END OF SERFDOM
Nobility and Bureaucracy in Russia, 1855-1861
Daniel Field
This book challenges most conventional assumptions about the abolition of a centuries-old system of bondage, pervading every part of Russian society. The author considers the emancipation of serfs not as the beginning of a new era but as the end of an old one. Based on intensive research in Soviet archives and published materials, Field follows the progress of the reform legislation from the government's first commitment to reform through the enactment of the Statutes of February 19 1861. Russian Research Center £11.90

THE SPLINTERED PARTY
National Liberalism in Hessen and the Reich, 1867-1918
Dan S. White
How did the National Liberals, the dominant force in the Reichstag of the 1870s, become by 1914 a spent and divided power? The author explores this question from a new perspective, emphasizing regional circumstances as primary agents of the party's decline. The resulting portrait underscores the paradox of the National Liberals: a party with electoral strength in all areas of the Empire, a rarity before 1914, and yet a party whose impact was undermined by divisions among its regional branches. £9.95

THE BEGINNINGS OF RUSSIAN-AMERICAN RELATIONS 1775-1815
Nikolai N. Bolkhovitinov
Little has been known in the West of the role played by Russia in the American War for Independence, or of the Russian contemporaries of Benjamin Franklin, John Paul Jones, and John Quincy Adams. The author, a distinguished Soviet historian, interweaves familiar sources with previously unavailable state documents, diplomatic notes, contemporary Russian newspaper reports and letters from American statesmen, to produce a rich and colourful canvas. Introduction by L. H. Butterfield, Editor in Chief Emeritus of The Adams Papers; translation by Elena Levin. £23.80

SLAVES OF THE WHITE GOD
Blacks in Mexico, 1570-1650
Colin A. Palmer
The author reconstructs the evolution of a slave society in all its variety and answers many questions of racial, sociological, psychological, economic and historical import that have burdened slave studies for the last decade. His primary sources in Spain and Mexico, mostly hitherto never consulted, comprise wills, trial records, notarial papers, Inquisition documents, official reports and shipping records. £9.20

HARVARD UNIVERSITY PRESS
126 Buckingham Palace Road
London SW1W 9SD

Recent books on history from Cambridge

The King's Council in the Reign of Edward VI
DALE E. HOAK £11.50 net

The Proclamations of the Tudor Kings
R. W. HEINZE £10.50 net

The Proclamations of the Tudor Queens
FREDERIC A. YOUNGS Jr £10.50 net

Party Ideology and Popular Politics at the Accession of George III
JOHN BREWER £10.50 net

The Bank of England 1891-1944
R. S. SAYERS Three-volume set £40.00 net

A History of the Ottoman Empire to 1730
Chapters from *The Cambridge History of Islam* and *The New Cambridge Modern History*
Edited by M. A. COOK Hard covers £7.50 net
Paperbacks £2.40 net

Paperback editions:

The New Cambridge Modern History Volume VIII: The American and French Revolutions, 1763-93
Edited by A. GOODWIN Paperback £4.95 net

The New Cambridge Modern History Volume XI: Material Progress and World-wide Problems, 1870-98
Edited by F. H. HINSLEY Paperback £4.95 net

The Rise of the Western World A New Economic History
DOUGLASS C. NORTH and ROBERT PAUL THOMAS Paperback £2.40 net

CAMBRIDGE UNIVERSITY PRESS

WILLIAM MORRIS
Viscount Nuffield

by R. J. Overy

Fellow of Queens' College, Cambridge

First in a new series of concise, analytical biographies of major figures in the development of British industry and commerce.

R. J. Overy traces the development of the Morris empire from Morris's early days as a bicycle maker and repairer to his undisputed position as the leading figure in the British motor industry. The author gives a classic picture of Morris as the prototype entrepreneur—competitive, hardworking, independent, thrifty, and ruthless, and assesses his achievement and his contribution to business and manufacturing methods of the twentieth century.

It is a book which will be of enormous interest to modern economic historians and to all who are concerned with British industry today.

200 pages illustrated £4.50

EUROPA PUBLICATIONS

HISTORY TODAY

Edited by Peter Quennell and Alan Hodge

The OCTOBER issue includes:

PAESTUM AND ITS NEW MUSEUM, by Neil Ritchie; ORSINI AND THE FALL OF PALMERSTON, by Robert Woodall; CHARDIAL SCHOMBERG IN PORTUGAL, 1640-55, by C. R. Boxer; ALEXANDER III OF RUSSIA, by W. Bruce Lincoln; JOHN EVANS—AN EAST-INDIA CHAPLAIN, by Margaret Marrion; THE OLD YIC, by Ian Bradley; FISHING FOR PEARLS, by Marjorie Sykes.

NOW, ON SALE 50p

Annual subscription £6.70 from: Bracken House, Cannon Street, London EC4P 4BY.

BOOKS

Distaste for figures

Essays in English History
by A. J. P. Taylor
Hamish Hamilton, £6.50
ISBN 0 241 89430 1

This collection of 31 essays on English history contains, as is acknowledged in the preface, only four pieces which have not appeared in a book before; and if it were any historian other than Mr Taylor, I would be tempted to say that one appearance in a book, apart from the original publication of the essay usually in a newspaper or a journal, would be enough. But Taylor's prose continues to sparkle across the years; the earlier books are mostly out of print; and this volume provides an opportunity to assess the contribution that he has made to English (as distinct from European) history over the past 30 years.

The book contains one long and somewhat conventional essay in diplomatic history, on "The Question of the Upper Nile, 1894-95". It was first published in the *English Historical Review*, and then appeared in the author's *Rumours of Wars* in 1952. It reveals the mastery of diplomatic sources in more than one language, upon which Taylor's reputation as a historian was originally based.

Although in the 1960s, after publishing his startling, and to some people shocking, *Origins of the Second World War*, he appeared to tire of European history and turned increasingly to the study of recent British, or as he prefers to call it, English, history, his taste for diplomacy and war remained with him and has helped to dictate his choice of subjects. The essays which are now republished reflect this taste: "John Bright and the Crimean War"; "Palmerston"; "The Jameson Raid"; "The Anglo-Russian Entente"—these are but a few of them. But one of his most important services to recent history has been his rehabilitation of Lloyd George, and this is exemplified by the reappearance of two major lectures: "Lloyd George—Rise and Fall" and "Politics in the First World War". There are some dubious generalizations here about the social distinction between the Asquithians and Lloyd George's supporters, but as he disarmingly acknowledges elsewhere, "As a historian I rely more on feel than on figures". The distaste for figures—by which one might mean simply taking the trouble to add up, not necessarily working out detailed statistical computations like an econometrician—is one of Taylor's weaknesses as a scholar, though it does not detract from his popularity.

But against this weakness must be set enormous strengths. The amazing readability of the short sentences, so easy to digest by the eye for a convincing anecdote, often to catch the reader at the outset of an essay; above all, the liveliness of his mind, his refusal to accept the commonplace or traditional explanation. Unlike his juniors, Taylor [illegible] research—or, more dangerously, to trust his "feel". Unlike others too, he regards social history as of little value in the interpretation of politics, and prefers to emphasize the importance of the often accidental sequence of events. As he says in the opening essay of this book, "the original task of the historian is to answer the child's question, 'What happened next?'". His interest in "high politics", encouraged by his friendship with Lord Beaverbrook, has not led to obscurity in style, as it has with some historians, nor to an abandonment of his Northern radicalism. No doubt even without Taylor there would be keen popular interest in Britain's recent history; but without him, one suspects, the intellectual content would more often be lacking.

Henry Pelling

Aimless policy

The Lion's Share—A Short History of British Imperialism 1850-1970
by Bernard Porter
Longmans, £6.95 and £3.75
ISBN 0 582 48103 1 and 48104 X

Bernard Porter's aim, as defined in his preface, has been to produce a readable account of British Imperialism—"to put a line down . . . from the ivory tower to a wider readership". On the whole he has fulfilled this ambition, for the work is clear and readily comprehensible. The author's decision to write about British imperialism rather than complete a short history of the British Empire, was well-judged. There are enough tedious volumes on the constitutional and administrative development of remote territories in Africa and the Pacific without adding to their number. Porter has also managed to avoid the ideological quicksands which ring the remote territory of British imperial history. Imperial history is emotive history at present and the depth of feeling of most authors often precludes objectivity. Of such prejudices this book is almost wholly free.

The first six chapters, which cover the period to 1914, are well argued and thoroughly documented, but add little to the sum of present knowledge. As an introduction to the topic they would serve any intelligent general reader well, for they do not demand too broad a knowledge of British domestic policy, or of international relations on a wider scale. The next two chapters deal with the years from 1914 to 1939 and here the author makes a number of perceptive comments on the aimless fluidity of British policy—in this sense, at least, imperial policy was [illegible] limited to either domestic or [illegible] policy". Porter has also [illegible] extremely competently, the [illegible] underlying the adoption of [illegible] were to be disastrous [illegible] areas of Africa dominated by [illegible] settlers. The consequences [illegible] decisions still bear bitter fruit.

The most interesting part [illegible] with the period since the [illegible] World War. The decline and [illegible] membership of the Empire, [illegible] accurately recounted as is the [illegible] increasing disillusionment [illegible] Britons as to the value of [illegible] tinued connexion, whether [illegible] mic or political or countered [illegible] large areas of the former Empire. For those interested in the [illegible] of the British drive to enter [illegible] EEC in the 1960s there are [illegible] hitherto little-known facts to [illegible] bear on the subject.

The author also [illegible] for numerous differences [illegible] tish treatment of [illegible] by contrasting the [illegible] for example, Cyprus [illegible] Africa. For the general [illegible] there is a great deal of [illegible] information here.

All in all, therefore, [illegible] may be counted a distinct [illegible] It is both easy and enjoyable [illegible] and panders neither to [illegible] inconsequential ignorance [illegible] learned pedantry. The [illegible] tation is excellent, so the [illegible] who wishes to pursue [illegible] may easily do so, [illegible] major technical flaw is [illegible] skimpy bibliography (though [illegible] are many details in the [illegible] which makes the task of [illegible] up general points of [illegible] distinct from specific details [illegible] difficult.

Paul M. Ki

Local Politics and the Rise of Party

The London Municipal Society and the Conservative intervention in local elections 1894-1963
Ken Young 256pp £7.50

The Early Charters of Northern England and the North Midlands

C. R. Hart Studies in Early English History series
424pp £14

Continuity and Change

Personnel and Administration of the Church in England 1500-1642
Edited by Rosemary O'Day and Felicity Heal, 304pp £7.50

The Exchange of Christendom

The international entrepôt at Dover 1622-1641
J. S. Kepler 192pp maps £7.50

The North Eastern Railway Company 1870-1914: an economic history

R. J. Irving 320pp £11

Early Celtic Art in North Britain

A study of decorative metalwork from the third cent. B.C. to the third century A.D.
Morna MacGregor Illustrated 2 volumes
£16 to December, £25 thereafter

Urban Politics in Victorian England

Derek Fraser 324pp maps £12 Autumn

Coal Metropolis: Cardiff 1870-1914

M. J. Daunton 272pp illustrated about £11
January 1977

A new catalogue Books in History will be available soon on request

LEICESTER UNIVERSITY PRESS
A UNIVERSITY ROAD, LEICESTER

BOOKS

Foreign relations

Modern British Foreign Policy: The Eighteenth Century 1688-1815
by Paul Langford
Adam and Charles Black, £5.95 and £2.75
ISBN 0 7136 1652 0 and 1662 8

English Politics and the American Revolution
by John Derry
Dent, £5.00 and £2.50
ISBN 0 460 10089 0 and 11089 6

These two books have been written for the same class of readers: sixth form or university students, who wish to be acquainted with the results of recent historical research over a broad field. They fulfil their purpose admirably, and will also interest more mature scholars.

Eighteenth century foreign policy has not been a popular subject with scholars. Sir Richard Lodge, who worked on the diplomacy of the war of the Austrian Succession at the same time as Namier was studying the early years of George III's reign, never had the same number of disciples or aroused the same controversy. It is not easy to follow the intricate negotiations of the 1730s and 1740s, when British foreign policy seemed to be conducted mainly to serve the purpose of the Hanoverian dynasty. The earlier and later periods, when policy was more clearly designed in the interests of the nation, are more interesting.

Dr Langford keeps to the main outline, and does not get lost in the details. If he seems at times unwilling to commit himself (he uses the phrase "This is not to say that . . ." several times), he presents the facts so that the reader can form his own judgment. Namier described foreign policy as "a game that should be played by individuals", and Dr Langford is shrewd in his appreciation of the strengths and weaknesses of British foreign ministers during his period. He is more critical of Granville and the elder Pitt than most scholars have been (both statesmen lend themselves to hero-worship); is fair to that universal scapegoat the Duke of Newcastle; and if he has a favourite it is Castlereagh. The book concludes with a brilliant summary of the achievements of the period, and there is a good bibliography.

Dr Derry pursues a theme that has been studied *ad nauseam*, especially in this bicentennial year. His outstanding merit is his recognition that both British and Americans had a case. Too often the British case has gone by default. George Grenville, Lord North, and George III were not attempting to establish tyranny over the American colonies; nor were they corrupt or wicked. They were simply trying to organize the British empire for the benefit of all its component parts.

Of course, had they succeeded, tyranny or something like it would have resulted; and the colonies would have become as dependent on Great Britain as Ireland was. This seemed altogether right and proper to British imperialists in the eighteenth century. It made sense in the age of enlightened despotism. Frederick the Great or Catherine II would have done the same had they been responsible for British policy. The American case is not so easy to present, because the Americans were never clear about what they wanted. Dr Derry discusses the controversy as "a debate about the meaning of the inheritance derived from the Glorious Revolution", which meant one thing in Great Britain and another in America. But the Americans, though they phrased the controversy in seventeenth-century terms, were looking more to the future than to the past.

"The American response to certain British actions was more than merely defensive", writes Dr Derry. "It was positive, original, creative in its own context and dynamic on its own terms." For all these adjectives substitute "aggressive", and you have George III's case against the colonies. There is a reputation to be made by some historian who will demonstrate the extent to which the Americans were innovators and the British defenders of the existing system.

Dr Derry has not tried to write that book, though I hope he will one day. "I have drawn on the contributions of a large number of specialist historians", he writes, but he has also made an original contribution himself. The highest praise I can give to his work is to say that though I have read almost all the books listed in his bibliography, I have still learnt something from his own.

John Brooke

King Labour

The British Working Class, 1850 - 1914

David Kynaston

This book covers working class history from the decline of Chartism to the formation of the Labour Party and its early development to 1914. David Kynaston has sought to synthesise the wealth of recent detailed research to produce a coherent overall view of the particular style of these formative years.

The treatment is thematic as much as chronological and special attention is given not only to the parliamentary rise of Labour, but also to deeper-lying intellectual, occupational residential, religious, and cultural influences. The text itself includes a substantial amount of contemporary material in order to reflect the distinctive 'feel' of the period.

Available Hardback £6.50 Paperback £2.95

Inspection copies of King Labour *are readily available and can be obtained by completing the coupon below.*

To: College Sales Department, George Allen & Unwin, Park Lane, Hemel Hempstead, Hertfordshire, HP2 4TE
Please send me an inspection copy of King Labour.

Name .....

University/Polytechnic/College .....

Address .....

.....

In Bede's footsteps

Northumbria in the Days of Bede
by Peter Hunter Blair
Gollancz, £5.95
ISBN 0 575 01840 2

Scandinavian England
by F. T. Wainwright
edited by H. P. R. Finberg
Phillimore, £7.50
ISBN 0 900592 65 6

Any lover of the Northumbrian countryside will know how powerfully the appeal of the land sweeps the mind towards contemplation of its greatness in the seventh and eighth centuries, when it could be said, with only a reasonable degree of exaggeration, to have been the cradle of Western civilization. Conversely, any reader of Bede is continually being taken from Jarrow and Monkwearmouth to Whitby, Lindisfarne, Hexham and Ripon and as far afield as Carlisle and Whithorn, Melrose and York—Bede's Northumbria. Peter Hunter Blair is a scholar of whom Bede, the eighth century historian who began his historical work with a geographical description of Britain, a monk who could take a close interest in bricks and mortar, would have approved. His book contrasts sharply with Bede's writings in one respect: whereas Bede's Latin is almost proverbially direct and simple, Hunter Blair's style will be familiar to wanderers in the realms of orcs and elves, and readers of George Borrow.

There is an air of contrivance about the book, perceptible not only in the artificiality of its style but in its chapter-headings and construction, the digressions for the sake of an anecdote and a proclivity to lapse into the language of the Anglo-Saxon riddles (of which a fair sample is included in the book). It would be a pity, however, if such oddities of manner were to obscure its real merits. "This book", the author writes, "is not to be seen as a history of the kingdom of Northumbria, but only a series of impressions touching upon themes which seem to me important and interesting. I have written it in the hope that it may enable others to share in the pleasure I have found in many years of study largely devoted to Northumbrian history." That it should certainly do; and it will, incidentally, provide a sound historical background for the "modern pilgrim" to whom the closing pages of advice are addressed. Though the intention of writing a history of Northumbria is disclaimed, that, in the broadest sense, is what the book is: an account of the land and the men who inhabited it, their intellectual and imaginative horizons, their contacts with their fellows and with strangers, their books and their buildings, their education and their travels, their hopes and fears and prayers.

In some respects the informality of treatment allows Hunter Blair to bring out with unusual clarity some things which more orthodox historical work is apt to leave in the shadows, for instance, the powerful evocation of the precariousness of the English conquest of Northern Britain and the fluidity of its political situation over some 200 years (400-600).

Sir Frank Stenton was one of the first to discern the far-reaching possibilities of combining the evidence of place-names and of archaeological material in the study of Anglo-Saxon history. This was the field which his pupil F. T. Wainwright made peculiarly his own. His short book, *Archaeology and Place-names and History* (1962), though overtaken in some of its details by more recent work is still a classic containing the best introduction to the central problems of methodology in its field. In the volume now published his more specialized papers have been collected by the late Professor H. P. R. Finberg, who deserves the gratitude of Anglo-Saxon specialists and of local historians for making easily available the scattered work of a fine scholar, whose early death cut short a career of great distinction. A bibliography of Wainwright's published writings completes this useful work of scholarly *pietas*.

R. A. Markus

Keep up to date with the past this autumn . . .

with the 10th title in
Fontana History of Europe
Editor J. H. Plumb
to be completed in 16 vols

EUROPE RESHAPED 1848-1878
J. A. S. Grenville
Professor of Modern History, Birmingham University
Fontana £1.25 416 pages Harvester Press £8.00

and with the 2nd title in
Fontana Library of English History
Editor G. R. Elton
to be completed in 12 vols

CHURCH AND PEOPLE 1450-1660
Claire Cross
Senior Lecturer in History, York University
Fontana £1.50 272 pages Harvester Press £6.95

and with the first title in
Fontana History of the Ancient World
Editor Oswyn Murray
to be completed in 6 vols

EARLY ROME AND THE ETRUSCANS
R. M. Ogilvie
Professor of Humanity, St Andrews University
Fontana £1.00 192 pages Harvester Press £6.50

and with the final 2 titles in
Fontana Economic History of Europe
Editor Carlo M. Cipolla
now complete in 6 vols

5. THE TWENTIETH CENTURY 1920-1970
Parts 1 (416 pages) and 2 (400 pages)

6. CONTEMPORARY ECONOMIES 1920-1970
Parts 1 (400 pages) and 2 (416 pages)

Fontana £1.95 each part Harvester Press £7.00 each part

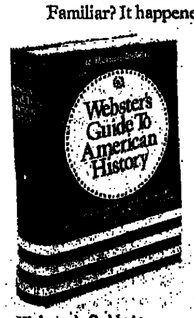
For further details of these and other titles in the series please write to:

Paul Bowes,
Fontana Paperbacks,
14 St James's Place,
London SW1A 1PF

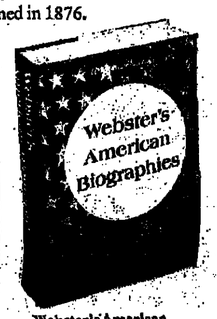
Ann Sexsmith,
The Harvester Press,
2 Stanford Terrace,
Hassocks, Sussex.

Election Scandal!

After a campaign centring on the economy, the President is elected by one vote and that after a scandal.
Familiar? It happened in 1876.



Webster's Guide to American History puts the events of the past into perspective and provides more biographical entries than any other single volume general works on American History.
£14.95 net.



Webster's American Biographies provides over 3,000 accounts of men and women whose contributions have changed America, including the two candidates in the 1876 election!
£14.95 net.

We bring life to words

Longman Dictionaries & Reference Books

The English People and the English Revolution 1640-1649

Brian Manning

"In an argument which is beautifully logical and formidably documented he has restored the English people to the centre of this small universe. Few books change historical thinking: this one will." *Christopher Hill, Spectator*

"... one of the best accounts of the general social political and economic aims of the Levellers to have appeared." *Times Literary Supplement*

£9.50

Since Columbus

Pluralism and Poverty in the History of the Americas

Peter d'A Jones

The first integrated history of all the nations of the American Continent since the arrival of the Europeans.

"... a brisk comparative analysis of the American hemisphere by an economic historian. It is a handy introduction for those who want to trace the evolution of the United States alongside that of Canada and Latin America." *Guardian* £4.50

A History of the Commonwealth Development Corporation 1948-1972

Sir William Rendell

A definitive history of the growth and structure of the Commonwealth Development Corporation, the main British aid-giving agency. The book follows the Corporation from its shaky start in 1948, through the period of vigorous expansion under Lord Reith to its present standing as a highly successful multi-million pound operation with interests throughout the developing world.

£8.00

The British Insurance Business 1547-1970

H. A. L. Cockerell and Edwin Green

A study of one of the most complete sources of modern British social and economic history: the insurance company records.

£6.00

Heinemann Educational Books
48 Charles Street, London W1X 8AH

HISTORY BOOKS FROM DENT

Victorian People and Ideas

RICHARD D. ALTICK

'As a bracing corrective about the whole Victorian age, I want to press on readers in this country Richard Altick's new book ... I don't know a better shortish survey of the period in English history which determined so much of our present condition.' C. P. Snow 'a readable survey of the social, economic and religious background to the artistic life and literary achievements of the Victorian period.' The Birmingham Post.

£4.70

The Rebellious Century 1830-1930

CHARLES, LOUISE and RICHARD TILLY

'They offer a sketch, intriguing, full of valuable insights and perceptions, of a plausible theory for the triple task of tracing how the particular structures of power and of government which Europeans fashioned for themselves affected the collective action of ordinary people; how, otherwise it might have happened; and what conclusions can be drawn about the political course which is still before us.' The Economist £6.00

EVERYMAN'S UNIVERSITY LIBRARY

English Politics and the American Revolution

JOHN DERRY

This book dispels the myths surrounding the American dispute and provides an invaluable guide for those who wish to understand this controversial and complex subject.

£6.00; Paperback £2.50

Africa and the International Economy, 1800-1960

An introduction to the modern economic history of Africa south of the Sahara

J. FORBES MUNRO

The central theme of this comprehensive study is the integration of sub-Saharan Africa into, and the subsequent structural shaping of African economies by, the modern international economy.

October 21st

£5.95; Paperback £2.95

Pre-Industrial England

Economy and Society from 1500 to 1750

B. A. HOLDERNESS

An interpretative account demonstrating the economic and social complexity and diversity of the pre-industrial epoch in England.

November 25th

£6.50; Paperback £2.95

DENT

BOOKS

Limits to absolutism

Louis XIV and Absolutism
edited by Ragnhild Hatton
Macmillan, £10.00 and £4.95
ISBN 0 333 10164 2 and 10165 0

Louis XIV and Europe
edited by Ragnhild Hatton
Macmillan, £10.00 and £4.95
ISBN 0 333 13660 8 and 19384 9

The history of Louis XIV's France has been extensively rewritten during the last two decades, and yet only a year ago two well-known English writers published books which perpetuate every outdated cliché about the absolute rule of the sun-king. Professor Hatton's declared intention is to present some of the recent revisions in a form which is readily accessible and palatable to students. She has accordingly gathered together 24 pieces by French, Dutch and American scholars, 11 of them specially written for these volumes, and has had them translated into English where necessary.

Throughout the first volume, a clear distinction is made between the theory of absolutism and the confused reality of a highly provincialised kingdom which was obsessed with hierarchy and privileges. Kossmann describes the extreme division between state and society, the lack of paternalism and the mass of self-justificatory philosophical literature which were integral characteristics of absolutism, and distinguishes it sharply from medieval monarchy and from post-revolutionary constitutionalism.

Absolutism never in fact existed. The term should rather be applied to rulers who were striving towards greater centralized authority, for all their regimes were locked in endless conflict with the defenders of the liberties bequeathed by preceding ages. Louis XIV knew that these forces of privilege had to be respected, and that his new administrative institutions must exist beside the traditional system, perhaps undermining but not replacing it.

The striking success story of Bourbon France, as Durand explains, was not that of the monarchy in expanding its authority but of the opposition in preventing it. Disparate social groups united in defence of each other's privileges, believing that a threat to one was ultimately a threat to all. Preservation of these rights was equated with freedom from tyranny. Thus Meuvret tells how a cautious crown had to disguise all fiscal innovations as temporary expedients, and that the idea of universal taxation was never accepted by more than a handful of enlightened reformers.

Among other contributions in this densely packed volume, we may single out Levron's reminder that the court from 1661 to c 1683 was the quite small travelling retinue of an itinerant king, and that Versailles with its formalized etiquette was a later development; Bluche's conclusive proof that the ministerial advisers of Louis XIV were not bourgeois; Deyon's evaluation of the financial achievements of Colbert, which were infinitely smaller than his grandiose schemes might suggest; and Orcibal's discovery of new motives and reassignment of responsibility for the revocation of the Edict of Nantes in 1685.

Even the panegyrists of absolutism emphasized the divine, natural and traditional limits on royal power which, although Louis had the strength to disregard most of them, nevertheless caused him some conscience stricken moments and conditioned his decisions. France and the Turks were both enemies of the Emperor, but the Most Christian King would never actually form an alliance with the infidel. William III was undoubtedly *de facto* king of England, but Louis's kingly obligation to the legitimate and Catholic house of Stuart was equally undeniable.

A principal merit of the chapters in the second volume is that they consider foreign affairs from the French viewpoint; they examine the motives of friends and enemies as well, explore changes in their allegiances, policies which Louis often conceived and affected his fortunes. The broader European context, for example, is discussed with reference to the Germans prince Liselotte; to the Jacobites in exile in Saumur; to the electorate of Cologne, caught between Bourbon and Habsburg, by Pillorget; to a proposed but never realised "third party" in Northern Germany by Poussou; and to Savoy, at a time when France wanted to abandon Italy to concentrate on the Empire, by Hrubden.

The Eastern frontier of Louis XIV's kingdom also presents problems it possible to see the consequences of the Peace of Nijmegen in Italy of 1648 and were to be decision-making. Hatton and Bromley therefore distinguish clearly between these inevitable interests and conflicts and those more overtly personal quests for glory between 1672 and 1679 which can be blamed on the king himself. By the time he became more moderate in the 1680s, however, earlier exploits had turned to haunt him and consequently the later years were more hesitant. Louis underestimated the tenacity which even his temporary allies showed for France. Thus, as Spurr has fully demonstrates, he was almost completely unaware by the time of the brink of the Nine Years War in 1688.

These articles not only illustrate many aspects of the reign of Louis XIV. They provide the student with stimulating examples of the many ways in which historians have approach and reassess existing interpretations of the past.

Roger Mettam

Our ignorance of the Romans

Pax Romana
by Paul Petit, translated by James Willis
Batsford, £11.50
ISBN 0 7134 3195 4

This translation of Professor Petit's *La Paix romaine*, which was very favourably received on its first publication in 1967 and soon went into a second edition, displays the wide and commanding erudition to be expected of the author of the useful *Guide de l'étudiant en histoire ancienne* and of important work on Libanius. It attempts an up-to-date appraisal of the study of the first two centuries of the Roman Empire, and addresses itself to a specific public: professional historians of whatever period, and teachers, research students and senior undergraduates engaged in the field of ancient and particularly Roman imperial history.

That the author speaks to these rather than to the educated public in general is indeed obvious from an allusive style that throws away such phrases (unexplained) as "the Albertini tablets" and "the celebrated inscription of Lamsaba". With this caution, the book may be cordially recommended on its merits. Petit is our benefactor when he suggests (as he frequently does) topics for further inquiry: protestations of patriotism, Domitian, the geography of Asia Minor or the historical relief ("one of the best Roman creations").

These very considerable virtues are to some degree offset by important weaknesses, responsibility for which must be divided between the author, his translator and the publisher's editorial staff. The organization of the book is faulty. The portion of the book on present knowledge quite often seems to be about present *conjectures* and has been unprofitably divorced from the succeeding and weightier discussion of the "problems". No such dichotomy is possible, for present knowledge (better, ignorance) is riddled with unsolved problems. This Petit frankly admits. In place of this overloaded and—granted the readership—unnecessary section, there should have been an explanation of the nature and poverty of the sources, and of the extent to which we may suspect that the chance survival has queered the statistical value of the record.

Second, the nine overlapping editions of bibliographical information should have been consolidated, all items numbered. Third, the notes, which properly stood at the foot in the French edition, should be restored from exile at the end of the book (a false economy) where the notes themselves scattered haphazardly.

Last, the Index should be complete or at any rate less glaringly inefficient than it is at present. Among minor irritations may be mentioned Petit's love of assimilatic or non-existent Latin words. Add the faulty proof-reading: appears as Sura, Susa as Sus, as Versus, Cottius as Cottus, course Antoninus as Antonin a few Gallicisms, but for a "Oueue" (Urso), "*the lifetime* pire", or "*Darenik in Britain* At this price we expect somethi better.

What of the great question of decline of the empire? Petit hedges as well he may in the set we are assured that to scientific historian there is neither grandeur nor however brilliant the literature or material achievements of the the weakening of the in favour of the provinces is described as "perhaps a search for a balance". But elsewhere the author changes tune: "We can by no that the brilliant façade of Antonines conceals a real decadence"; and yet "the period of the second century was a period happy equilibrium between a generation of cities still enjoying able freedom and a monarchy which, although by now absolute was not yet totalitarian". Have really got much farther than Gibbon?

Still, this is a splendidly generous book, though it deserved a better presentation.

Kenneth Wellesley

A SHORT HISTORY OF THE LABOUR PARTY
Fifth Edition
Henry Pelling
hardcover £3.95 paperback £2.95

A HISTORY OF BRITISH TRADE UNIONISM
Third Edition
Henry Pelling
hardcover £7.95

THE STATE AND THE TRADE UNIONS
Second Edition
D. F. Macdonald
hardcover £7.95 paperback £2.95

A SHORT HISTORY OF THE LIBERAL PARTY, 1900-1976
Chris Cook
hardcover £6.95 paperback £3.95

NATIONALIST MOVEMENTS
Edited by Anthony D. Smith
hardcover £7.95 paperback £3.95

THE ILLUSION OF PEACE: *International Relations in Europe, 1918-33*
Sally Marks
Making of the 20th Century series
hardcover £5.95 paperback £2.95

BRITISH TRADE UNIONS, 1875-1933
John Lovell
Studies in Economic and Social History
about £1.35 paperback (May)

CHURCH AND SOCIETY IN ENGLAND: HENRY VIII TO JAMES I
Edited by Felicity Heal and Rosemary O'Day
Problems in Focus series
hardcover about £5.95
paperback about £2.95 (March 77)
For further details, please write to Anne Calcott (THES), The Macmillan Press, Little Essex St., London, WC2R 3LF.

MACMILLAN PRESS

RECENTLY PUBLISHED

LABOURING LIFE IN THE VICTORIAN COUNTRYSIDE
PAMELA HORN
A comprehensive study of daily life in rural Britain at the time of advancing industrialization. Every aspect of life is discussed including the influence of religion on the rural community, their political awareness, the deficiencies of the Poor Law, agrarian trade unionism and rural crafts.
This important work also includes many contemporary photographs and extracts from writings of the period. £10.00

THE ROMAN CATHOLIC CHURCH AND THE CREATION OF THE MODERN IRISH STATE 1878-1886
EMMET LARKIN
This pioneering study shows how the Catholic church in Ireland responded to the challenges of Irish nationalism in the 1880s.
"... a fascinating and splendid work." *Professor John A. Murphy, U.C.C. Cork*
"The specialist will welcome this book for its exceptional amount of fresh information." *Professor John H. Whyte, Queen's University* £12.00

g&m Gill and Macmillan

PHILOSOPHY
On October 28th The THES will publish a Special Book Number devoted to books on philosophy. Publishers wishing to advertise should contact
John Ledbrook on 01-837 1234
The Times
Higher Education
Supplement

BOOKS

Evangelical ethic

The Call to Seriousness—the Evangelical Impact on the Victorians
by Ian Bradley
Cape, £4.95
ISBN 0 224 01162 6

Neatly produced, neatly written, with lots of information, apt quotes and attention to literary as well as statistical sources, chapters on all aspects given equal weighting (missions, worship, philanthropy, voluntary associations, converting the church, converting the nation, careers, conduct, home)—perfect, yes, marketable, yes—but is it *good*, morally speaking? How would Wilberforce have steered the conversation round to looking at it *seriously*, in one of the "launchers" which Bradley tells us he prepared before dinner parties in order to guide small talk to bigger things? It is curiously un-Evangelical: the book glides rather than wrestles, covers the ground rather than digs deep holes, slips down rather than giving the stomach something to digest, or even be upset by.

The Evangelicals were everywhere: reforming Anglican worship, moulding conduct suitable to an ordered industrial capitalism (banking, manufacturing), inventing styles and forms of crusading pressure-group, "establishing the home as the centre of nineteenth-century English life", bringing (as George Eliot puts it), "into palpable existence and operation in ... society that idea of duty, that recognition of something to be lived for beyond the mere satisfaction of self, which is to the moral life what the addition of a great central ganglion is to animal life", helping "to create a professional civil service and an ethic of public administration which were the envy of the world". ... What were they *not* doing?

That is the point. Some general judgment must be made about their activities; some line has to be taken into this strong cheese, even if we will all choose different places to put the wire. For instance, Bradley says: "They played a major part in transforming politics from centring around the private interests and ambitions of those engaged in it to being *about the debate and settlement of the great issues and causes of the nation*" (my emphasis). Is that really what politics came to be about? No, says Bradley later: "In every case, the principles of seriousness had triumphed because they happened also to be the principles of worldly success." That is neat, but does not help the reader to make up his own mind in the presence of an author who has not made up his.

Chapter five, "The War Against Vice" is the worst offender in this regard. It would be crude to be crude about class and ideology in relation to the Evangelicals, but it would be helpful to see them in terms of class and culture in a more sustained way. "It is certainly true that the activities of the Vice Society and the other Evangelical agencies of moral reform were directed almost exclusively at the pastimes of the poor.

This was not, however, because the Evangelicals were indifferent to the vices of the upper classes; it was simply that they believed different weapons to be appropriate for promoting moral reform among the well-to-do. ... "While they felt prohibition and persecution to be the most effective way of attacking the vices of the poor, the moral reformers felt the upper classes would be more susceptible to exhortation and persuasion." One is tempted to be polite and say "good point", but the problem remains: what was the *social* or class element in the Evangelicals' *religious* relationships? A difficult question, but not answerable only in terms of "a bit of both".

The book has the considerable merits as well as the considerable defects of civil servants as "anonymous purveyors of impartial and expert advice to ministers", another contribution of an Evangelical, Sir James Stephen. Bradley has educated us into fuller realisation of the help a sustained confrontation with Evangelicalism would be for understanding modern mentalities. He has led us to ask for more. Perhaps a close focus on a single figure like Hannah More would get us closer to "seriousness".

Stephen Yeo

Ponderous presence

Asquith
by Stephen Koss
Allen Lane, £6.95
ISBN 0 7139 0897 1

Was there really a need for another biography of Asquith? Arguably there was. Much new material has come to light since the appearance of Roy Jenkins's "elegant and eulogistic study"; and some biographical reflection ought to be seen, perhaps, of the prevailing mood among historians of minimizing the seriousness of Lloyd Georgian vice and compensating for a generation of pro-Asquithian history.

The task facing Koss, however, was a formidable exercise in précis and compression. Few periods of British political history have produced so much recent interpretation as that spanned by Asquith's life; it would have been all too easy to let the book become a superficial narrative interspersed with breathless glances at recent debate. But throughout Koss shows his class as a biographer by fusing together exposition and comment to present a view of Asquith which is balanced and plausible. If there is little in the book that is new, neither is there much that is redundant or trite. Traces of American accent persist in the prose, with its compulsory adjectives, laboured literary allusions and unhelpful appeal to analogy (Liverpool, Peel and even Harold Wilson). Yet these are no more than irritations. For the most part the book conveys an impression of authority, judgment and skill.

This is to be a "political biography", so the early chapters are sparse in human insight, but an impression of a personality is gained when the threshold of Asquith's parliamentary career, and Koss's original research, comes into view. The relationship with Campbell-Bannerman, on the one side, and Haldane and Grey on the other, is well drawn, are the brittle internal politics of Asquith's pre-war ministry. "The PM steered things through", Haldane said: it becomes clear that this was what he was good at.

The Asquith offered by Koss drinks, lusts—mostly on paper—and along with his intellectual majesty exhibits veins of snobbery, ambition, ruthlessness and selfishness. He is, in short, much more likeable than the Jenkins figure who lived, one felt, in an unused wing, covered by a sheet. Moreover he is planted, because of Koss's extensive knowledge of unpublished letters, in a dense network of high politics and rarefied persons—the environment Asquith loved. He is also shown to be the failure he ultimately became, the ponderous presence which did so much to impede any revival of Liberalism after the First World War.

It is in telling this last part of the story, however, that Koss goes seriously astray. The years from 1916 to 1918 are not unimportant to a biographer of Asquith; and within that period it is the relationship with Lloyd George which forms the critical perspective of Asquith's continuing relevance after his fall from power. By misdating a memorandum of May, 1917, Koss leaves his interpretation of the Lloyd George/Asquith axis dueling that year very much incomplete. Worse, by telescoping the relevant events into the following year he produces near gibberish.

The error renders 10 pages of the book unusable and is the more inexplicable in face of the hammering which Koss took from Hazlehurst a few years ago following his rather uncritical interpretation of the demise of Asquith's government. One can only hope that the spirit of the hare, which everyone admires, will in future be combined with some of the footwork of the tortoise.

Michael Bentley

Arnold History

St Petersburg
Industrialization and Change
James H. Bater
Studies in Urban History
'... a worthwhile and unusual book.' *Times Higher Education Supplement*
'... it should be savoured ...' *The Times*
Cloth £14·95 *Illustrated*

Medieval Settlement
Continuity and Change
Edited by Peter Sawyer
Archaeologists, historians and geographers evaluate recent discoveries in the British Isles and on the Continent, explaining the many approaches to the study of medieval settlement.
Publication November Cloth £16 *Illustrated*

Population
Analysis and Models
Louis Henry
An introduction to demography for university students following courses in population analysis.
Cloth £9·95 Paper £4·95

Politics and Power
J. R. Lander
A new approach to the politics of England in the later middle ages, this book clarifies controversial historical judgements and, at the same time, provides an original appreciation of the period.
Publication October Paper £1·95

Nationalism
The Nature and Evolution of an Idea
Edited by Eugene Kamenka
Distinguished scholars convey the character of nationalism and national consciousness in specific contexts and societies, and in relation to political social and economic change.
Cloth £3·95 Paper £1·95

Post-War Integration in Europe
Richard Vaughan
Documents of Modern History
Key documents cover the whole spectrum of integrationist movements in Europe since the Second World War.
Cloth £5·95 Paper £2·95

The King's Parliament of England
G. O. Sayles
'Dr Sayles' book is short, but it is one which many have long pressed him to write and it has an importance quite out of proportion to its brevity.' *History*
Cloth £3·50 Paper £1·75

The Government Policy of Protector Somerset
M. L. Bush
'... he has created a new and better view of things. That is how historical knowledge should advance.' *Times Literary Supplement*
'Dr Bush writes brilliantly ...' This is a short, tough, elegant book, sparely written and admirably produced.' *History Today*
Cloth £7·70

Edward Arnold
25 Hill Street, London W1X 8LL

The Early Modern Town
A Reader
Edited by Peter Clark
An Open University Set Book
This reader gathers together fourteen core articles on urban history – chosen for the light they shed on the early modern town – with a full-scale introduction by Peter Clark. Urban history is an important subject to which increasing attention is being devoted, and *The Early Modern Town* will be widely welcomed, and used, outside the Open University itself.
£6.50 net Cased Paper £3.10 net

Slavery, Abolition and Emancipation
Black Slaves and the British Empire. A Thematic Documentary.
Michael Craton, James Walvin and David Wright
This 'thematic documentary' is the first collection of documents to cover both slavery and emancipation. It appears at a time of immense popular interest in slavery. The materials presented here, in a convenient format with full scholarly apparatus, provide a *vivid factual background to the flood of secondary works which have appeared on the subject.*
Probably £8.95 net Cased Paper probably £4.50 net

The Age of Plunder
The England of Henry VIII 1500–1547
W G Hoskins
In the Social and Economic History of England series.
Twenty years in preparation, *The Age of Plunder* is the first book to cover social and economic developments across the whole of Henry VIII's reign, the early years of which are customarily neglected in favour of the period after 1540. As well as providing a mine of valuable detail, the book presents a vivid and immediate picture of the Tudor world. For the general reader as well as the specialist.
£6.95 net Cased Paper £3.50 net

The Gentry
The Rise and Fall of a Ruling Class
G E Mingay
In the Themes in British Social History series.
This is the first serious comprehensive study of the gentry from the Norman Conquest to the present day. It presents a rounded picture of a social group who once formed the social and administrative backbone of England. *The Gentry* will appeal not only to students and professional historians, but to the general reader as well.
£6.50 net Cased
Paper £3.50 net

Longman

HISTORY BOOKS FROM CROOM HELM

EYE-DEEP IN HELL
Life on the Western Front, 1914-18
John Ellis
224 pages 302-3 £5.95
STRATEGY WITHOUT SLIDE-RULE
British Air Strategy 1914-1939
Barry D. Powers
304 pages 310-8 £8.95
JOHN KEBLE
Brian W. Martin
102 pages 301-5 £6.50
CHOLERA 1832
R. J. Morris
224 pages 377-7 £7.50
THE SILENT DICTATORSHIP
The German High Command 1916-18
Martin Kitchen
304 pages 301-7 £8.50
SWORDS AND COVENANTS
Adrian Preston & Peter Dennis (Editors)
256 pages 381-2 £7.95
SLUM CLEARANCE 1919-39
John English, Ruth Madigan & Peter Norman
324 pages 326-4 £7.50
THE ORIGINS OF THE POPULAR PRESS
Alan J. Lee
320 pages 302-0 £6.50
THE POLITICS OF THE ITALIAN ARMY
John Whittam
224 pages 348-1 £7.50
THE SCOTTISH ENLIGHTENMENT
Anand Chitnis
256 pages 349-1 £8.50
CRIME AND THE DEVELOPMENT OF MODERN SOCIETY
Howard Zehr
192 pages 238-8 £7.50
WORKING CLASS RADICALISM IN MID-VICTORIAN ENGLAND
Trygve Tholfsen
336 pages 249-5 £8.95
OLD AGE IN EUROPEAN SOCIETY
Peter Stearns
176 pages 360-2 £6.95
ORIGINS OF THE WAR IN THE EAST
Britain, China and Japan 1937-39
Aron Shai
272 pages 333-6 £8.95
CONTEMPORARY CHINA
Bill Brugger
450 pages 388-2 £8.95
THE LOWER MIDDLE CLASS IN BRITAIN 1870-1914
Geoffrey Crossick (Editor)
224 pages 348-3 £7.95

All prices are provisional. The Croom Helm SBN prefix is 85664. All books are distributed by Noonen Hurst Ltd., Unit 6, Seager Buildings, Brookmill Road, London, SE8.

CROOM HELM LTD.
2-10 St. John's Road, London, SW11

From Professor Emeritus Glanmor Williams, FBA, FSA
University College, Cardiff

I am very aware of the difficulties faced by many teachers in Higher Education in finding suitable publishing outlets, and the **Historical Association** is considering the production of a number of short monographs which could bring the fruits of recent research to the notice of all interested in history.

As President of the Historical Association I ask for your active support in furthering these aims. I invite you to send your suggestions for future pamphlets which will add to the services already in existence for teachers in Higher Education (at present centred on the journal, HISTORY, and the ANNUAL BULLETIN OF HISTORICAL LITERATURE).

Please send any suggestions you may have, or requests for information about the Historical Association and its activities to: The Secretary at 59 Kennington Park Road, London SE11 4JH.

BOOKS

The royal prerogative

The Proclamations of the Tudor Kings
by R. W. Heinze
Cambridge University Press, £10.50
ISBN 0 521 20938 2

The Proclamations of the Tudor Queens
by Frederick A. Youngs
Cambridge University Press, £10.50
ISBN 0 521 21044 5

Two American scholars, Paul L. Hughes and James F. Larkin published a formidable three-volume corpus of Tudor proclamations between 1964 and 1969. Now two other Americans have published the first large-scale studies of the subject, setting proclamations in context, analysing their content, looking at enforcement, and tackling the difficult problems in constitutional history which they involve. Professor Heinze wrote his thesis at Iowa, Professor Youngs at Cambridge. But both have been influenced by Professor G. R. Elton and it is appropriate that the two volumes should appear together under the Cambridge imprint.

Tudor proclamations are a thorny subject, because of a lack of definition and because of ambiguity in contemporary attitudes. It is therefore not always easy to decide which documents should be included, and both authors suggest modifications to the Hughes and Larkin corpus. Some proclamations merely made announcements of royal successions, of the outbreak of war, and so on. Others reminded subjects of the existing law. Others again, and it is these which raise constitutional problems, made new law, even if limited in scope or time.

Although there were different views on law-making by royal prerogative, there was little actual controversy (unlike the following century), and therefore little in the way of theory definition. One tradition allowed a considerable leeway to the Crown to legislate when urgent action was needed, or to qualify or even extend existing law. Another, more muted, was enunciated by the judges in 1556: "no proclamation in itself can make a law which was not made before".

Heinze has the 1539 Statute of Proclamations at the centre of his sights. The Statute, which ostensibly gave proclamations the force of statute law, was interpreted by near-contemporaries as a plan for despotism foiled by parliamentary vigilance in amending the original. Heinze prefers to see as the main reason for the Statute Thomas Cromwell's impatience and unease about ambiguities in the law, ambiguities which could or did raise obstacles to efficient enforcement. Cromwell still already gone out of his way to ground the many proclamations as possible on existing statutes; and there is in fact little discernible difference between the scope of proclamations issued before the 1539 Act, and those of the period of its currency. Cromwell and John Dudley, indeed, were as restrained and cautious in their use of the royal prerogative, in contrast to the more pushing tendencies of Wolsey and Protector Somerset.

Oddly, though, an integral part of Heinze's immediate explanation of the Statute depends on his showing that in 1538-39, under Cromwell's aegis, the Government was both using proclamations to make law which it had been unable to obtain from Parliament, and threatening the death penalty for disobedience. The Commons were responsible for amending the Statute of Proclamation to exclude capital punishment; not an insignificant change. It is clear that Cromwell was always careful about getting statutory authority for government action, and that of Proclamation Act was an example of that. But many historians still continue to believe that this is necessarily compatible with increasing royal power vis-à-vis Parliament, and in this case the immediate consequence may be more relevant than the longer-term one. Like Wolsey, Cromwell appears to have become increasingly exasperated by obstacles to efficient government.

Enforcement of proclamations, Youngs's period seems to have been less haphazard than earlier writers argues, there was little complaint about their scope, largely because the Marian and Elizabethan governments kept within what had become the conventional limits. Nonetheless, some of the excesses do not hardly seem trivial.

Proclamations of 1554 and 1555 defined Roman missionaries in England as traitors, and threatened the penalties of misprision of treason on those omitting them, well in advance of the statute of 1581 to the same effect. Doubts about the Elizabethan use of proclamations only really arose with the prosecutions of some Norfolk men for engraving corn in a famine year. Roman priests and their supporters raised few qualms among the defenders of English liberties.

This review has concentrated largely on the constitutional issues raised by Heinze and Youngs. Even more important, however, is the light that their detailed study of particular proclamations casts on a wide range of government policy. Their books will be invaluable to historians set about assimilating this material, now so conveniently as well as abundantly available.

C. S. L. Davies

War by marriage

Philip II and Macedonian Imperialism
by J. R. Ellis
Thames & Hudson. £9.50
ISBN 0 500 40028 8

Un fondateur d'empire is the title of Cloché's book on Philip of Macedon. Alexander was able to build on the solid foundation laid down by his father, not only as king but as one who built up the strongest state Europe had seen up to his time. Yet these European successes were only accomplished by the break-up of the Greek city-state system. So ancient and modern historians have taken opposing views of his life and character. From Demosthenes's *Philippics* we can see him as a Hitler crushing his enemies one by one. From Isocrates, we can view him as a leader, chosen by Greece herself, of a crusade against the Persian empire.

The series in which this volume appears has a reputation as a background collection (it contains one biography, that of Scipio Africanus, by the general editor, H. H. Scullard). Dr J. R. Ellis says in his preface that this book is not a biography. But rather it is a detailed history of a crucial period in Greek history. His aim is to look at Macedonian expansion more from the Macedonian viewpoint than other historians have. Macedon, on the fringe of the classical Greek world, has only begun to attract the full attention it deserves; the first volume of N. G. L. Hammond's *History of Macedonia* (Oxford University Press, 1972), the only one yet published, deals only with its geography and prehistory.

Dr Ellis, a shrewd and painstaking historian, has sifted sources and chronology carefully; his notes provide full material for further research. The emerging picture of Philip is of an outstanding general and politician, unscrupulous but not so single-minded as to plot the downfall of the city-states from the beginning. Mainland Greece was only one direction in which he had to keep watch. "Philip always fought his wars by marriage", wrote Satyrus; and even if his details of the King's polygamous establishment are doubtful, the statement is true enough. He controlled a vast hinterland by contracting marriages, including some of his own, and alliances. His world was very different from Greece proper, and the author could have recalled that, however Greek in speech and name the royal house was, many of its subjects spoke a language incomprehensible to Athenians.

Although part of Philip's youth was spent in Thebes, the author does not believe he learnt his military tactics there. Following G. E. M. de Ste Croix, he also disbelieves in the account, embodied in modern histories, that a secret treaty between Philip and Athens promised an exchange of Amphipolis for Pydna. It is conceded that Philip's treaty with Athens of 359 BC was expedient and perhaps cynical. The influence of Athens is played down and Demosthenes lifted off his pedestal. But Ellis also thinks that the lull before the Peace of Philocrates reflected Philip's fear of an Athens-Thebes alliance.

The part played by Isocrates in shaping Philip's policy may have been greater than Ellis grants, and it is a pity his thought is not analysed in more detail. As Momigliano, in *Filippo il Macedone*, observed, Isocrates was convinced that the Greeks had a superior civilization and that they should stop quarrelling among themselves and fight together against Persia. He first advocated a coalition of Athens and Sparta, but, becoming disillusioned with Athenian democracy, veered towards recognizing Philip as leader of the Greek cause. Isocrates died at 98 just after the decisive battle of Chaeronea at which Athens, Thebes and their allies were defeated by Philip. The meeting at Corinth elected the king as leader against Persia, and had he not been murdered by one of his bodyguards he, not Alexander, might have been the great conqueror.

A small plea: even if the author writes "Alexander" for Philip's son and "Alexandros" for all others of that name, why "Korinth", which is neither the English nor the Greek form? But these are only points of orthography in an excellent volume.

O. A. W. Dilke

Reviewers

Among this week's contributors:
John Brooke's books include a biography of George III and *The Chatham Administration 1766-68*.
O. A. Dilke is professor of Latin at the University of Leeds.
Roger Mettam is lecturer in history at Queen Mary College, London and co-author of *French History and Society: From the Wars of Religion to the Fifth Republic*.
Henry Pelling is reader in Recent British History at Cambridge. His books include histories of the Labour and Communist Parties.
Keith Pratt is Spalding lecturer in Chinese language and civilization at Durham University.
Dr R. C. Richardson is senior lecturer in History at Thames Polytechnic.
Stephen Yeo is lecturer in history at Sussex University. His book on Religion and Voluntary Organizations in Crisis is just published.

Studies in Historical Geography
General Editors: ALAN R H BAKER J B HARLEY

Southern Africa
A J CHRISTOPHER
23cm, 304p, illus, cloth
0 7129 0694 0, £8

Rural Settlement in Britain
BRIAN K ROBERTS
23cm, 228p, illus, cloth
0 7129 0707 7, £6

Celts, Saxons & Vikings
GLANVILLE R J JONES
23cm, 212p, illus, cloth
0 7129 0746 7, £7

Finland
MICHAEL JONES
23cm, 228p, illus, cloth
0 7129 0695 9, £9

CANNON HOUSE, FOLKESTONE, KENT
DAWSON

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant
Universities
Fellowships & Studentships
Polytechnics
Technical Colleges
Colleges and Institutes of Technology
Colleges of Education
Colleges of Further Education
Colleges and Departments of Art
Administration
Overseas
Government
Industry
Adult Education
Librarians
General Vacancies

Appointments wanted
Other classifications
Awards
Announcements
Exhibitions
For Sale and Wanted
Courses
Holidays and Accommodation
Typing and Duplicating

Universities

BUCKINGHAM UNIVERSITY COLLEGE

LECTURESHIPS in LAW—English LAW—European Communities MODERN LANGUAGES—French

Salary not less than in comparable UGC-financed posts. USS.
Particulars from Registrar, UCB, MK18 1EG.
Apply by October 19. To begin January, 1977

UNIVERSITY OF NAIROBI —KENYA

Applications are invited for the post of

SENIOR LECTURER IN THE SCHOOL OF JOURNALISM

(2 Posts)

Applicants should be university graduates, preferably with a postgraduate qualification in the field of mass communications, and must have at least three years' practical experience in journalism at a senior level. They must be fully familiar with news-editing, newspaper layout and printing processes and/or the presentation of news and feature programmes for the broadcast media.

Salary Scale: K£2,770–K£3,600 p.a. (K£1 equals £1.38 sterling). The British Government supplementation scheme is unlikely to apply to this post. Full (same) passages various allowances. Detailed applications (2 copies) including curriculum vitae and naming 3 referees should be sent by airmail not later than 1st November, 1976, to the Registrar (Recruitment and Training), University of Nairobi, P.O. Box 30197, Nairobi, Kenya. Applicants resident in UK should also send 1 copy to: Interuniversity Council, 90/91 Tottenham Court Road, London W1P 0DT. Further particulars may be obtained from either address.

BATH
THE UNIVERSITY
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

LECTURER IN SOCIOLOGY

Applications are invited for the above post, tenable from 1st January, or as soon as possible thereafter, for the first of three years. The successful candidate will have responsibility for undergraduate courses in Sociology, including the supervision of project work and dissertations, and will be expected to contribute to the development of the Sociology programme in the School. Salary £4,677 to £5,976 (under review) plus £63 per annum superannuation. Assistance with removal expenses. Applications (6 copies) including the names of two referees, by 1st November, 1976, to the Registrar, University of Bath, Claverton Down, Bath, BA2 7AY, quoting reference number 76/77/SOC. Further particulars available (2 copies) from the Registrar.

BELFAST
THE QUEEN'S UNIVERSITY

LECTURESHIP IN GEOGRAPHY

Applications are invited for a lectureship in Geography, tenable from 1st October or other date to be arranged. Duties will include undergraduate teaching in accordance with the needs of the Department and participation in postgraduate instruction and research. Salary (under review) £4,677 to £5,976 per annum, with F.S.S.U. benefits under the Federated Superannuation Scheme for Universities. Applications (6 copies) should be sent by 1st November, 1976, to the Registrar, The Queen's University, Belfast BT7 1NN, from whom further particulars and conditions of appointment may be obtained.

AUSTRALIA
MACQUARIE UNIVERSITY
Sydney

CHAIR OF EDUCATION

Applications are invited for appointment to a Chair of Education in the School of Education which will become vacant following the appointment of Professor W. T. Hobbins, to a Chair at the University of Bristol.

Applicants should have an excellent record in teaching and research and be particularly qualified in one or more of the fields of special interest in the school.

Further information about the school and the framework within which the appointment is to be made is included in an additional information available to applicants.

The person appointed will be expected to take up the position as soon as may be convenient after 1st August, 1977.

The University reserves the right to fill any position by invitation.

The salary for the Chair will be $A26,185 per annum. Salaries at present under review.

Further information about the University and advice regarding the method of application should be obtained from the Secretary General, Association of Commonwealth Universities (Apply), 36 Gordon Square, London WC1H 0PF, or from the Registrar, Macquarie University, North Ryde, New South Wales, 2113, Australia.

Applications close on 26 November, 1976.

AUSTRALIA
MONASH UNIVERSITY
Melbourne

CHAIR OF LAW

Applications are invited for a Chair of Law to be held in the Faculty of Law and to be known as the Sir John Storey Chair of Law. Applications are considered from scholars in any field of law. The faculty was established in 1965, since when six Chairs of Law have been established. Enquiries regarding degree courses, subjects taught in the faculty, and facilities should be addressed to the Dean, Professor David Allan, in the University.

Salary: $A26,185 per annum. Superannuation is based on an endowment assurance scheme, the employee and employer each contributing 5 per cent and 10 per cent respectively.

Information on application procedures, and further enquiries may be addressed to the Academic Registrar, Monash University, Victoria, Australia, 3168. Secretary General, Association of Commonwealth Universities (Apply), 36 Gordon Square, London WC1H 0PF.

Applications should reach the Academic Registrar not later than 1st November, 1976, but the Council reserves the right to make an appointment at any stage.

AUSTRALIA
MONASH UNIVERSITY
Melbourne

CHAIR OF ECONOMICS

The Chair will be held in the Department of Economics. Professors currently in the department are: J. G. Head (public finance), A. R. Hall (applied econometrics), R. McD. Apitan (applied microeconomics), M. G. Porter (monetary economics), R. H. Snape (international economics).

Applications are sought from suitably qualified persons in any area for economics especially those whose interests do not overlap strongly with those of the present staff of the department. For a full description of the duties of the position, see the Academic Registrar's circular. The appointee will be required to undertake undergraduate teaching and to supervise postgraduate programmes.

Salary: $A26,185 per annum. Superannuation is based on an endowment assurance scheme, the employee and employer contributing 5 per cent and 10 per cent respectively.

Full information on application procedures, conditions of appointment, etc., may be obtained from the Academic Registrar, Monash University, Victoria, Australia, 3168. Secretary General, Association of Commonwealth Universities (Apply), 36 Gordon Square, London WC1H 0PF.

Applications close on 25th October, 1976.

AUSTRALIA
AUSTRALIAN NATIONAL UNIVERSITY

Applications are invited for appointment to the following:

RESEARCH SCHOOL OF PACIFIC STUDIES

FELLOW/RESEARCH FELLOW, LAW IN SOUTHEAST ASIA (2 Posts). Applicants should have an excellent record in teaching and research and be particularly qualified in one or more of the fields of special interest in the school.

Further information about the school and the framework within which the appointment is to be made is included in an additional information available to applicants.

The person appointed will be expected to take up the position as soon as may be convenient after 1st August, 1977.

The University reserves the right to fill any position by invitation.

The salary for the Chair will be $A26,185 per annum. Salaries at present under review.

Further information about the University and advice regarding the method of application should be obtained from the Secretary General, Association of Commonwealth Universities (Apply), 36 Gordon Square, London WC1H 0PF, or from the Registrar, Macquarie University, North Ryde, New South Wales, 2113, Australia.

Applications close on 26 November, 1976.

AUSTRALIA
MONASH UNIVERSITY
Melbourne

CHAIR OF LAW

Applications are invited for a Senior Chair in Law to be held in the Faculty of Law and to be known as the Sir John Storey Chair of Law. Applications are considered from scholars in any field of law. The faculty was established in 1965, since when six Chairs of Law have been established. Enquiries regarding degree courses, subjects taught in the faculty, and facilities should be addressed to the Dean, Professor David Allan, in the University.

Salary: $A26,185 per annum. Superannuation is based on an endowment assurance scheme, the employee and employer each contributing 5 per cent and 10 per cent respectively.

Information on application procedures, and further enquiries may be addressed to the Academic Registrar, Monash University, Victoria, Australia, 3168. Secretary General, Association of Commonwealth Universities (Apply), 36 Gordon Square, London WC1H 0PF.

Applications should reach the Academic Registrar not later than 1st November, 1976, but the Council reserves the right to make an appointment at any stage.

BELFAST
THE QUEEN'S UNIVERSITY

LECTURESHIP IN RUSSIAN

DEPARTMENT OF SLAVONIC STUDIES

Applications are invited for a lectureship in Russian from 1st January, 1977, or such other date as may be arranged. Duties will include undergraduate teaching in accordance with the needs of the Department and participation in postgraduate instruction and research. Salary (under review) £4,677 to £5,976 per annum, with F.S.S.U. benefits under the Federated Superannuation Scheme for Universities. Applications (6 copies) should be sent by 1st November, 1976, to the Registrar, The Queen's University, Belfast BT7 1NN, from whom further particulars and conditions of appointment may be obtained.

Applications close on 25th October, 1976.

AUSTRALIA
UNIVERSITY OF MELBOURNE
TUTORS

DEPARTMENT OF ENGLISH

Applications are invited for full-time tutorships. Successful candidates may be asked to teach in any of the four subjects, English I A, III, IC, II, IB. Applicants must have at least an upper-second class Honours degree in English, and be able to take up duties on or near 1 February, 1977.

Appointments to tutorships are for 12 months only, but may be renewed for up to a total of three years.

Salary: $A9,465 to 11,204 per annum.

Appointments to tutorships do not carry entitlement to a travelling allowance.

Applications should include a curriculum vitae, details of relevant experience, teaching preference and include the names of three referees. Information about courses, conditions of appointment, etc., is available from the Registrar, University of Melbourne, Parkville, Victoria, 3052, Australia, or from the Association of Commonwealth Universities (Apply), 36 Gordon Square, London WC1H 0PF.

Applications close on 25 October, 1976.

AUSTRALIA
UNIVERSITY OF ADELAIDE

CHAIR OF DENTAL HEALTH

(Ref. 7.51)

Applications are invited for appointment to the above-named Chair.

The Department of Dental Health is one of the four departments which comprise the Dental School of the University of Adelaide. The Dental School is situated in association with the Dental Hospital in the centre of the city, and is closely associated with the Department of Dental Health are Preventive Dentistry, Orthodontics and Periodontology.

The University is seeking an outstanding person to develop academic research within the area of teaching, research and clinical activity of the Department. A dental qualification registrable in South Australia is essential.

Salary: $A26,185 per annum with superannuation to the F.S.S.U. Fares and furniture assistance with possibility of repayment over a number of years. Study leave scheme. In addition to salary the Professor of Dental Health will be entitled to receive, on account of his responsibilities, an annual clinical loading at the rate of $A1,170 a year.

Candidates should have a good research and teaching background in areas of applied or theoretical community investigation.

Closing date: 10 November, 1976.

Salaries: Salary on appointment to the posts will be in accordance with experience and qualifications within the ranges set by the University for 1977. Professor $A26,634–31,488 per annum (under review); Reader $A21,332–27,615 per annum; Senior Lecturer $A16,585–21,717 per annum; Lecturer $A12,185–16,585 per annum (1976: 1 US$1.04).

Other Conditions: Research leave is normally granted after seven years of service and assistance with housing is given in certain circumstances. Generous provision is made for travel to overseas conferences. Superannuation benefits are available.

The University reserves the right not to make an appointment or to fill the position by invitation, at any time.

Prospective applicants should apply for the Association of Commonwealth Universities Handbook (Apply), 36 Gordon Square, London WC1H 0PF, for further particulars.

AUSTRALIA
UNIVERSITY OF NEWCASTLE

LECTURER/SENIOR LECTURER IN LEGAL STUDIES

It is hoped to make several appointments within the Legal Studies Department at La Trobe University at the level of Lecturer or Senior Lecturer. The Department of Legal Studies forms part of the School of Social Sciences and offers courses leading to a B.A. in the area, in conjunction with the Departments of Politics, Sociology, Economics, Geography, History and other related disciplines. It also has postgraduate students working towards the degrees of M.A. and Ph.D.

The degrees granted by the Department are not a qualification for the practice of law, and the emphasis in the curriculum and the research done within the Department is upon the role of law in society. At present most of the courses offered within the Department can be divided into three broad streams: (i) criminology and criminal law and its administration; (ii) the role of law in economic activity; and (iii) public law and its application.

Applications are invited for appointments, intended to establish scholars in positions of important pieces of research. Appointment will be for two years, though a shorter term may be considered. In the interests of retaining tenure elsewhere.

Closing date: 30 November, 1976.

FACULTY OF ECONOMICS

TEMPORARY LECTURER IN ADMINISTRATION

This appointment will be available from December, 1976, and the successful applicant will be required to take up duty early in 1977.

The person appointed would be responsible for teaching the one-semester degree course in Organisational Behaviour and would be expected to cooperate with the Dental Hospital in the training of dental students, the discipline being within the Department of Dental Health are Preventive Dentistry, Orthodontics and Periodontology.

The University is seeking an outstanding person to develop academic research within the area of teaching, research and clinical activity of the Department. A dental qualification registrable in South Australia is essential.

Salary: $A26,185 per annum with superannuation to the F.S.S.U. Fares and furniture assistance with possibility of repayment over a number of years. Study leave scheme. In addition to salary the Professor of Dental Health will be entitled to receive, on account of his responsibilities, an annual clinical loading at the rate of $A1,170 a year.

Candidates should have a good research and teaching background in areas of applied or theoretical community investigation.

Closing date: 10 November, 1976.

Salaries: Salary on appointment to the posts will be in accordance with experience and qualifications within the ranges set by the University for 1977. Professor $A26,634–31,488 per annum (under review); Reader $A21,332–27,615 per annum; Senior Lecturer $A16,585–21,717 per annum; Lecturer $A12,185–16,585 per annum (1976: 1 US$1.04).

Other Conditions: Research leave is normally granted after seven years of service and assistance with housing is given in certain circumstances. Generous provision is made for travel to overseas conferences. Superannuation benefits are available.

The University reserves the right not to make an appointment or to fill the position by invitation, at any time.

Prospective applicants should apply for the Association of Commonwealth Universities Handbook (Apply), 36 Gordon Square, London WC1H 0PF, for further particulars.

AUSTRALIA
LA TROBE UNIVERSITY
Melbourne, Australia

LECTURESHIPS/SENIOR LECTURERSHIPS IN LEGAL STUDIES

It is hoped to make several appointments within the Legal Studies Department at La Trobe University at the level of Lecturer or Senior Lecturer. The Department of Legal Studies forms part of the School of Social Sciences and offers courses leading to a B.A. in the area, in conjunction with the Departments of Politics, Sociology, Economics, Geography, History and other related disciplines. It also has postgraduate students working towards the degrees of M.A. and Ph.D.

The degrees granted by the Department are not a qualification for the practice of law, and the emphasis in the curriculum and the research done within the Department is upon the role of law in society. At present most of the courses offered within the Department can be divided into three broad streams: (i) criminology and criminal law and its administration; (ii) the role of law in economic activity; and (iii) public law and its application.

Applications are invited for appointments, intended to establish scholars in positions of important pieces of research. Appointment will be for two years, though a shorter term may be considered. In the interests of retaining tenure elsewhere.

Closing date: 30 November, 1976.

FACULTY OF ECONOMICS

TEMPORARY LECTURER IN ADMINISTRATION

This appointment will be available from December, 1976, and the successful applicant will be required to take up duty early in 1977.

The person appointed would be responsible for teaching the one-semester degree course in Organisational Behaviour and would be expected to cooperate with the Dental Hospital in the training of dental students, the discipline being within the Department of Dental Health are Preventive Dentistry, Orthodontics and Periodontology.

The University is seeking an outstanding person to develop academic research within the area of teaching, research and clinical activity of the Department. A dental qualification registrable in South Australia is essential.

Salary: $A26,185 per annum with superannuation to the F.S.S.U. Fares and furniture assistance with possibility of repayment over a number of years. Study leave scheme. In addition to salary the Professor of Dental Health will be entitled to receive, on account of his responsibilities, an annual clinical loading at the rate of $A1,170 a year.

Candidates should have a good research and teaching background in areas of applied or theoretical community investigation.

Closing date: 10 November, 1976.

Salaries: Salary on appointment to the posts will be in accordance with experience and qualifications within the ranges set by the University for 1977. Professor $A26,634–31,488 per annum (under review); Reader $A21,332–27,615 per annum; Senior Lecturer $A16,585–21,717 per annum; Lecturer $A12,185–16,585 per annum (1976: 1 US$1.04).

Other Conditions: Research leave is normally granted after seven years of service and assistance with housing is given in certain circumstances. Generous provision is made for travel to overseas conferences. Superannuation benefits are available.

The University reserves the right not to make an appointment or to fill the position by invitation, at any time.

Prospective applicants should apply for the Association of Commonwealth Universities Handbook (Apply), 36 Gordon Square, London WC1H 0PF, for further particulars.

CANADA
CONCORDIA UNIVERSITY
Montreal, Quebec

A SOCIOLOGIST of education with empirical research experience and a special interest in one or more of education and social change, curriculum, issues of class, gender, ethnicity, socialization, teaching as classroom interaction, sex role socialization, teaching as classroom interaction, graduate level.

Candidates should normally have a doctorate. French/English bilingualism an advantage.

Apply to Dr. Joel Shapiro, Chairman, Department of Education, Sir George Williams Campus, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec H3G 1M8, Canada.

BRADFORD
THE UNIVERSITY

SCHOOL OF ENVIRONMENTAL SCIENCE

SENIOR LECTURESHIP/ LECTURESHIP IN ENVIRONMENTAL SCIENCE

Applications are invited for the above posts. Candidates should have teaching and research interests in the field relevant to the school's teaching programme. The emphases will be on environmental health, land use planning, ecology, and energy conservation. The latter concerns the application of Commonwealth Universities Grades (Senior Lecturer/Reader £5,514 to £7,749 per annum; Lecturer £3,594 to £5,220 per annum) according to qualifications and experience. Further particulars, including information about the School, may be obtained from the Registrar, The University, Bradford BD7 1DP.

Applications, naming three referees, should be sent to the Registrar at the above address by 15th November, 1976.

BRISTOL
THE UNIVERSITY

DEPARTMENT OF ENGLISH

LECTURERSHIP IN ENGLISH LANGUAGE

Candidates should have a special interest in psycholinguistics, and should be prepared to undertake a substantial share of first English Poetry. The appointment will be made from 1st January, 1977 or from a later date as soon as possible.

Commencing salary within the range £3,594 to £5,814 per annum (under review) according to qualifications and experience. Applications, including curriculum vitae and the names of three referees, should be sent by 15th November, 1976, to the Registrar, The University, Bristol BS8 1TH, from whom further particulars may be obtained.

ESSEX
THE UNIVERSITY

DEPARTMENT OF MATHEMATICS

LECTURER (COMPUTER SCIENCE)

Applications are invited for a lectureship in Computer Science, tenable from 1st January, 1977 or such earlier date as may be arranged. Salary scale £3,174 to £5,436 per annum (under review) according to qualifications and experience. The appointment will be made on the University's superannuation scheme. Applications (3 copies), including the names of two referees, should be sent to the Registrar, University of Essex, Wivenhoe Park, Colchester, Essex CO4 3SQ, to whom further particulars are available (please quote reference B/1).

LONDON
THE UNIVERSITY

CHAIR OF NURSING AT TEDDINGTON COLLEGE

The Governors of Teddington College of Nursing invite applications for the Chair of Nursing which becomes vacant in December, 1976.

The College, which is part of the University of London, is situated in Teddington, Middlesex, and has 200 students undertaking courses leading to the Diploma in Nursing and the Degree of Bachelor of Nursing.

Further particulars are available from the Registrar, Teddington College of Nursing, Hampton Road, Teddington, Middlesex TW11 0JL, to whom applications (10 copies) should be sent by 20th November, 1976. Applicants resident outside the United Kingdom should apply for particulars to the Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF.

Universities continued

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOLARSHIP EXAMINATION COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following appointments:

CHIEF EXAMINERS
June, 1977 and January, 1978
Examination

Advanced Level

NUFFIELD CHEMISTRY, CLASSICS, ENGLISH LITERATURE, HISTORY, MATHEMATICS and PHYSICS.

ASSISTANT EXAMINERS
From June, 1977 Examination

Advanced Level

BIOLOGY, CLASSICAL CIVILIZATION, COMPUTING SCIENCE, ECONOMICS, GEOGRAPHY, GERMAN, HISTORY, HOME ECONOMICS, RUSSIAN and STUDIES and DRESS.

Ordinary and Advanced Levels

ART, ARCHITECTURE and CHEMICS (ability to assist in non-technical areas) as needed, ENGLISH and GEOLOGY.

ASSISTANT ORAL EXAMINERS
From June, 1977, Examination

Ordinary, Alternative Ordinary and Advanced Levels

GERMAN, especially from examiners resident in Greater London and the Home Counties.
RUSSIAN, especially from examiners resident in Greater London.
SPANISH, especially from examiners resident in Cornwall, Devon, Dorset, Somerset, Surrey and Sussex.

Applicants should be graduates, or hold appropriate qualifications, and should be between 25 and 60 with three years' full teaching experience. For the more specialist examinations experience in G.C.E. examining would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the Council for Entrance and School Examinations, University of London, 66-72 Gower Street, London WC1E 6EE. To ensure consideration forms should be returned not later than 25 November 1976. Applicants should state subject(s) they are interested in and enclose addressed envelope.

LONDON
THE UNIVERSITY
UNIVERSITY ENTRANCE AND SCHOLARSHIP EXAMINATIONS COUNCIL

GENERAL CERTIFICATE OF EDUCATION EXAMINATION

The Council invites applications for the following appointments with effect from 1st August, 1977:

MODERATORS

Ordinary Level

SPOKEN ENGLISH, HUMAN BIOLOGY and INTEGRATED SCIENCES (with immediate effect).

Alternative Ordinary Level

ARCHAEOLOGY.

Ordinary and Advanced Levels

BRITISH CONSTITUTION and GOVERNMENT, ECONOMIC AND POLITICAL STUDIES, SOCIAL AND ENVIRONMENTAL STUDIES, HISTORY and ECONOMICS SUBJECTS.

ASSISTANT MODERATOR

Advanced Level

MATHEMATICS (STATISTICS).

Applicants should be graduates or hold appropriate qualifications and be between the ages of 25 and 60. Recent teaching and G.C.E. examiner experience would be an advantage.

Application forms and particulars of remuneration, conditions of appointment and duties may be obtained from the Secretary to the Council for Entrance and School Examinations, University of London, 66-72 Gower Street, London WC1E 6EE, to whom completed forms should be returned not later than 25 November 1976.

MANCHESTER
THE UNIVERSITY
INSTITUTE OF SCIENCE AND TECHNOLOGY

MECHANICAL ENGINEERING DEPARTMENT

Applications are invited from graduates in Mechanical Engineering for a Research Fellowship in the Department of Mechanical Metallurgy and Biomechanics.

The fellowship would be tenable for three years and the salary would be according to qualifications and experience on the scale £2,766 to £3,774 per annum.

Applications should be made to Professor J. Nutting, Department of Mechanical Metallurgy and Biomechanics, UMIST, P.O. Box 88, Manchester M60 1QD, from whom further particulars may be obtained.

NEW ZEALAND
Palmerston North
MASSEY UNIVERSITY

POSTDOCTORAL FELLOW
PROTEIN CHEMISTRY

Applications are invited from suitably qualified CHEMISTS and BIOCHEMISTS for a Postdoctoral Fellowship in the Department of Biochemistry and Biophysics.

The fellowship would be tenable for a period of two years and the appointee would be required to undertake research into the structure and active sites of enzymes.

The fellowship will carry an annual emolument of $NZ5,000 rising by annual increments to $NZ5,940 may be provided.

Further details of the application and of the University appointment and information to be supplied by applicants may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, to whom applications should be sent not later than 30th November, 1976.

OXFORD
PLATER COLLEGE
(The Catholic Workers' College)

PRINCIPAL

Applications are invited for the post of principal of Plater College, which will fall vacant on 30th September, 1977, on retirement of the present Principal, Father Bernard Mole.

Plater College is a residential college for adults, men and women, founded in 1924 to give education of University standard to social workers with special reference to the application of Christian principles and the social implications of the Roman Catholic Church.

The salary will be within the scale £7,668 to £9,078 as at September 1976, but this is under review within the terms of Stage 2 of the Government pay policy. Superannuation is with the Department of Education and Science scheme for teachers.

The Principal may be required to live in the college, in a Leading in the main college building.

Applications (four copies) together with a full curriculum vitae, and marked "private and confidential," should be sent not later than 22nd October, 1976, to the Clerk to the Governors, Plater College, Pullens Lane, Oxford OX3 0HP, from whom further particulars can be obtained.

THE OPEN UNIVERSITY
FACULTY OF MATHEMATICS

RESEARCH ASSISTANT/FELLOW

The Open University is seeking a Research Assistant/Fellow to assist a member of the Mathematics Faculty with his research. The appointment will be in one of the following areas:

(i) GEOMETRIC TOPOLOGY.

(ii) APPLICATIONS of FUNCTIONAL ANALYSIS.

(iii) HISTORY of MATHEMATICS.

(iv) GENERAL RELATIVITY.

Duties will also include lecturing part in general research activities in the Faculty. Salary range £2,766 to £3,990 or £3,174 to £5,310 per annum, depending on qualifications. The appointment will be for three years, with a probationary first year, for service given to applicants who are already newly-established second year course in Mathematical Analysis, Experimental research). Students, if appointed, may be required to undertake up to six hours demonstrating per week for which payment will be made at the appropriate rate.

Salary scales: Demonstrator £2,766-£3,582 per annum; Research Assistant £3,174-£4,398 per annum; Research Fellow £3,582-£5,310 per annum. Starting salary will be fixed according to qualifications and experience. Superannuation scheme. Assistance with removal expenses.

Further particulars and application forms may be obtained from the Personnel Officer (RA/73), The Open University, P.O. Box 76, Walton Hall, Milton Keynes, MK7 6AA. Telephone Milton Keynes 65661. Closing date for receipt of applications: 24th October, 1976.

OXFORD
WORCESTER COLLEGE
TUTORIAL FELLOWSHIP IN ECONOMICS

Worcester College, Oxford, proposes to elect a Tutorial Fellow in Economics. Candidates will be considered in the branches of economics, including the economic history.

Further particulars and application forms may be obtained from the Bursar, Worcester College, Oxford, to whom applications should be sent not later than 30th October, 1976.

READING
THE UNIVERSITY

PHILHARMONIA OF MUSIC

Applications are invited for the Professorship of Music which will become vacant on the retirement of Professor W. B. Squire on 30th September, 1977.

Further information may be obtained from the Registrar (Room 214), Whiteknights House, The University, Reading, Berks. RG6 2AH, to whom applications should be sent not later than 30th October, 1976.

SOUTHAMPTON
THE UNIVERSITY

TEMPORARY ASSISTANT IN INSTRUCTIONAL EDUCATION

Applications are invited from suitably qualified persons for a post of temporary Assistant in PHYSICAL EDUCATION. The post will be held for one year from January 1, 1977 to December 31, 1977. Salary on scale from £2,766 to £3,582 per annum. Duties will include teaching swimming and racquet sports together with games.

Some further particulars of the post may be obtained from Dr. G. W. L. Swann, The University, Southampton SO9 5NH, to whom applications should be sent before October 15, 1976, quoting reference GPA/A.TH/S.

UNIVERSITY COLLEGE DUBLIN

Applications are invited by the Governing Body of the National University of Ireland for the following full-time statutory appointment:

PROFESSORSHIP OF HISTORY

Professorship of History (Head of Department) (Ref. No. 76/77/1).

Salary scale £5,100 - £6,000 per annum.

Application forms and further particulars may be obtained from the Secretary, University College, Belfield, Dublin 4, Ireland. Telephone: 693454.

The latest date for receipt of completed applications is Thursday, 11th November, 1976.

Colleges and Departments of Art

SURREY
COUNTY COUNCIL

WEST SURREY COLLEGE OF ART AND DESIGN

Applications are invited from graduates in ceramics with workshop experience for the post of part-time Lecturer to give one day a week to the 2nd year course in Three-Dimensional Design at the Farnham Centre.

Applications, details and further details may be obtained from the Head of Administration Officer, West Surrey College of Art and Design, Falkner Road, Farnham, Surrey, to whom they should be returned before 11 October, 1976.

CAPE TOWN
THE UNIVERSITY
GUEST LECTURERS IN SOCIOLOGY

The Department of Sociology of the University of Cape Town, South Africa, wishes to invite guest lecturers to teach in 1977 in the undergraduate course. The course comprises 5 lectures.

Teaching periods are in a three-term year, mid-June and mid-July to December. Preference will be given to applicant prepared to stay for the entire period, but offering five lectures, one of which should be in the field of industrial Sociology and/or research methods.

Applications should be addressed to the Registrar, University of Cape Town, Private Bag, Rondebosch, 7700, Republic of South Africa, and should reach him before 15 October 1976.

DURHAM
THE UNIVERSITY
CHAIR OF ENGLISH

Applications are invited for a CHAIR OF ENGLISH in the Department of English Studies in the University which will be filled from 1977.

The appointment will be made on the pensionable salary scale with normal pension arrangements.

Applications (three copies) including the names of three referees must be submitted not later than Friday, 22 October, 1976, to the Registrar, Secretary's Office, 38 North Bailey, Durham DH1 3HP, from whom further particulars may be obtained. Candidates who are invited to visit Durham will be asked to submit one copy only.

KEELE
THE UNIVERSITY
DEPARTMENT OF GEOGRAPHY

Applications are invited for one Demonstratorship or two Demonstratorships on a half-time basis, tenable for one year in the first instance, with possibility of renewal up to total of three years, according to satisfactory performance given to applicants who are already newly-established second year course in Statistical Analysis, Experimental research). Students, if appointed, may be required to undertake up to six hours demonstrating per week for which payment will be made at the appropriate rate.

Salary scales: Demonstrator £2,766-£3,582 per annum; Research Assistant £3,174-£4,398 per annum, depending on qualifications. Starting salary will be fixed according to qualifications and experience. Superannuation scheme. Assistance with removal expenses.

Further details and application forms may be obtained from the Registrar, The University, Keele, Staffs., ST5 5BG.

LANCASTER
THE UNIVERSITY
CHAIR IN POLITICS

Applications are invited for a Chair in the Department of Politics which will become vacant on 31st August, 1977. Salary will be on the scale of Professorial range of which the top is £9,180 per annum. Duties will include teaching and supervising in any area of Politics will be considered.

Salary will be within the Professorial range of which the present minimum is £7,497.

Further particulars may be obtained (quoting reference 2/1) from the Establishment Officer, University House, Lancaster LA1 4YW, to whom applications to qualify should be sent.

LANCASTER
THE UNIVERSITY
CHAIR IN POLITICS

Applications are invited for a Chair in the Department of Politics which will become vacant on 31st August, 1977. Salary will be on the scale of Professorial range of which the top is £9,180 per annum. Duties will include teaching and supervising in any area of Politics will be considered.

Salary will be within the Professorial range of which the present minimum is £7,497.

Further particulars may be obtained (quoting reference 2/1) from the Establishment Officer, University House, Lancaster LA1 4YW, to whom applications to qualify should be sent.

NEW ZEALAND
Palmerston North
MASSEY UNIVERSITY

POSTDOCTORAL FELLOW
PROTEIN CHEMISTRY

Applications are invited from suitably qualified CHEMISTS and BIOCHEMISTS for a Postdoctoral Fellowship in the Department of Biochemistry and Biophysics.

The fellowship would be tenable for a period of two years and the appointee would be required to undertake research into the structure and active sites of enzymes.

The fellowship will carry an annual emolument of $NZ5,000 rising by annual increments to $NZ5,940 may be provided.

Further details of the application and of the University appointment and information to be supplied by applicants may be obtained from the Association of Commonwealth Universities (Appts.), 36 Gordon Square, London WC1H 0PF, to whom applications should be sent not later than 30th November, 1976.

Holidays and Accommodation

HOTEL REINA ISABEL
Las Palmas, Gran Canaria.

7 nights this Winter from £160 per person. Thomson A la Carte, 1st exclusive hotels from Luton.

See your travel agent or ring us on 01-567 3511 (24 hrs). Offers subject to availability and adjustment. ATOL 1528B.

HOTEL SAN FELIPE
Puerto de la Cruz, Tenerife.

14 nights this Winter from £220 per person. Thomson A la Carte AT exclusive hotels from Gatwick.

See your travel agent or ring us on 01-567 3511 (24 hrs). Offers subject to availability and adjustment. ATOL 1528B.

Polytechnics

DORSET
DORSET INSTITUTE OF HIGHER EDUCATION

A LECTURER, Grade II, in POLITICS is to teach, and research, in Higher National Courses and there is a possibility of lecturing at Degree level in the future. Salary scale £3,279 to £5,955 or as near as possible thereafter at a time. Applications should be made to the Director, Dorset Institute of Higher Education, Wallisdown Road, Wallisdown, Poole, Dorset BH12 5HH.

HERTFORDSHIRE
THE HATFIELD POLYTECHNIC

RESEARCH ASSISTANT IN ENGLISH LINGUISTICS

Applications for this post (capable from 1st November, 1976, for two years with the possibility of renewal) are invited from graduates who wish to undertake research into the psycholinguistic approach to literature with reference to literary criticism and teaching. Salary scale £2,343-£3,414 or £2,490 per annum plus £141 local weighting allowance.

Further details and application forms returnable by 20th October, 1976, may be obtained from the Staffing Officer, Hatfield Polytechnic, P.O. Box 109, Hatfield, Herts. AL10 9AB, or telephone Hatfield 68100, ext. 306.

Please quote reference 81/5.

LEEDS
THE POLYTECHNIC
SCHOOL OF ACCOUNTANCY AND APPLIED ECONOMICS

LECTURER II IN ECONOMICS

Salary Scale: £3,801 to £4,605.

Details from: The Academic Officer, Leeds Polytechnic, Calverley Street, Leeds LS1 3HE, to whom closing date: 15 October, 1976.

TEESSIDE
THE POLYTECHNIC

LECTURER II/SENIOR ACCOUNTANCY

Applications are invited for the above post within the Department of Professional Studies.

It is desired that applications for this post should be from Accountants who possess a degree in Business Studies, Economics, Management or some other relevant academic field.

Salary scale: £3,279 by £219 to £3,726 (efficiency bar) by £273 to £4,545 by £219 to £5,217 plus £312 Supplement. Appointment at Lecturer II level.

Applications, giving full details of their particulars are available from Staffing Executive, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland County TS1 3BA.

PLYMOUTH POLYTECHNIC
Learning Resources Centre

ASSISTANT LIBRARIAN

Salary
£2,922—£3,702 + £312

A dynamic professionally-qualified Librarian, preferably a graduate, is required to supervise the counter lending services and assist in the development towards a computerized system. Relevant experience in a large library system an advantage. Application forms, to be returned by October 15, 1976, can be obtained with further particulars from Personnel Officer.

PLYMOUTH POLYTECHNIC, DRAKE CIRCUS, PLYMOUTH PL4 8AA.

The Polytechnic of North London

The Department of Accounting and Administrative Studies

PRINCIPAL LECTURER IN ACCOUNTING

Applicants should have a good first degree and/or a higher degree in Accounting, Finance or a closely related discipline. They should also have a professional qualification and experience in teaching accounting or financial management to final honours level.

The successful candidate should be capable of leading a B.A. Honours degree in Accounting, which is now in its fourth year.

Salary scale: £5,940-£6,642(bar)-£7,578 plus £312 supplement and £402 London Allowance.

Date of appointment: 1st January 1977.

Application forms and further particulars from the Establishment Officer, The Polytechnic of North London, Holloway Road, London N7 8DB. Telephone: 01-607 2789, extension 2017.

Closing date for applications: Monday, 18th October 1976.

Polytechnics continued

manchester polytechnic

John Dalton Faculty of Technology

Head of Department Chemistry
(Grade V)

The Governing Body of the Polytechnic has agreed to the separation of the present Department of Chemistry and Biology to form a Department of Chemistry and a Department of Biological Sciences with effect from September 1st 1976. A Head of Department of Biological Sciences has recently been appointed, and applications are now invited for the post of Head of Department of Chemistry.

The Department of Chemistry has well-established courses for HND and HND Chemistry, LRIC, CertEd, BSc, Applied Chemistry (part-time) and Chemistry a main subject in the Combined Studies Degree. In addition, there are substantial teaching commitments on courses offered by the Department of Biological Sciences and the Department of Polymer Technology.

Ref: T/360.

Head of Department Physics and Mathematics
including Computing (Grade V)

The Department offers a wide range of courses, including HNC and BSc (part-time) in Physics, BSc (Hons) and BSc (part-time) in Mathematics, HNC and HND in Computing Studies, Mathematics, Statistics and Computing. Applied Physics, Computing Science and Mathematics are offered as principal subjects in the Combined Studies Degree. There is also a large amount of service work for other departments, particularly the engineering departments. Ref: T/360.

Salary scale for both posts is £7303–£9271 plus £312 per annum supplement.

For further particulars and application forms for both posts (returnable by 12th October 1976) please send a self-addressed envelope marked with the appropriate reference number to the Secretary, Manchester Polytechnic, Lower Ormond Street, Manchester M15 6BX.

(Re-advertisement)

THE POLYTECHNIC OF WALES
POLYTECHNIG CYMRU
Director: Dr. D. W. F. James, B.Sc.

Applications are invited for the post of

DIRECTOR

of the
Welsh Regional Centre

for
Management Education

Salary Scale: £8,849—£9,725

Head of Department Grade VI plus allowance.

Further particulars and an application form retainable by 15th October 1976 can be obtained from:

The Secretary,
The Polytechnic of Wales,
PONTYPRIDD,
Mid Glamorgan CF37 1DL.

Polytechnics continued

DEPARTMENT OF SOCIAL STUDIES

Lecturer Grade II/Senior Lecturer in Social Work
(£3,279-£5,955 (Bar)—£6,417 plus £312 supplement)

A professionally qualified person, preferably with experience of Residential Social Work is required. The candidate will be expected to make a major contribution to the teaching of Residential Social Work in the Departments CQSW and proposed degree courses, and to administration.

Lecturer Grade II/Senior *Lecturer* in Social *Administration*
(£3,279-£5,955 (Bar)—£6,417 plus £312 supplement)

This is a new post created by an expansion in Social Sciences courses. The successful candidate will be a graduate in Social administration/Social Studies. A higher degree and/or teaching experience on professional and degree level courses would be an advantage. A broad grasp of the subject area is essential and a special interest/expertise in the economic aspects of the Welfare State would be particularly desirable.

Further details and form of application from The Chief Administrative Officer, Trent Polytechnic, Burton Street, Nottingham NG1 4BU. A self-addressed envelop will help to ensure a speedy dispatch. Closing date 15th October, 1976.

TRENT POLYTECHNIC NOTTINGHAM

ULSTER COLLEGE
THE NORTHERN IRELAND POLYTECHNIC
Faculty of Social and Health Sciences

Reader in Sociology
£5,940-£7,578 + £312 supplement

A Reader is required to make a major contribution to research as a member of a well-qualified team of Sociologists. In addition the Reader would supervise full-time and part-time students for higher degrees of the CNAA.

Lecturer II—Speech Therapy
£3,279-£5,493 + £312 supplement

Lecturer II in Speech Therapy required to teach in the established BSc in Speech Therapy (CNAA). Applicants should be qualified Speech Therapists preferably with an advanced qualification. Opportunities may be available in a suitable case to pursue further study and qualifications.

The Polytechnic is a direct grant institution with an independent Board of Governors. It opened in 1971 and by Autumn 1976 will have a student population of some 6,100. It has extensive new purpose built accommodation, including 750 residential places on the 114 acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by October 21 may be obtained by telephoning Whiteabbey (0231) 65131 ext. 2243 or by writing to: The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Jordanstown, Newtownabbey, Co. Antrim BT37 0QB.

THE POLYTECHNIC OF WALES
POLYTECHNIG CYMRU

Department of Social Studies

COMMUNICATION (Linguistics)

Applications are invited from graduates for an LII/SL in

The main duties will be to contribute to the planning of a proposed CNAA degree in Communication, now in an advanced stage of preparation. Undergraduate teaching, research and a specialist interest in psycho- or socio-linguistics will be necessary qualifications.

Salary: £3,591-£6,343-£6,267.

Please enclose large stamped addressed envelope for further particulars and application forms (returnable by 11th October, 1976) from:

The Personnel Officer, The Polytechnic of Wales, Pontypridd, Mid Glamorgan CF37 1DL. Telephone: Pontypridd 405133.

ULSTER COLLEGE
THE NORTHERN IRELAND POLYTECHNIC
Faculty of Health Sciences

Research Fellow
Senior Research Fellow—Speech Therapy

Applications are invited for the post of Research Fellow/Senior Research Fellow in Speech Therapy to contribute to the development of research work in Speech Therapy. The person appointed will be expected to work closely with Speech Therapists in the Polytechnic and the Province jointly to conduct relevant research.

The appointment will be for two years only. Suitable applicants may have Speech Therapy qualifications, or a degree in Linguistics or Psychology or other relevant qualifications, together with an interest in the area of Speech Therapy.

The level of the appointment and the scale point will depend on the qualifications and experience of the successful applicant.

Salary Scales:
Research Fellow: £3279 to £5493 + £312 supplement
Senior Research Fellow: £5,031 to £5,955-£6,417 plus £312 supplement.

The Polytechnic is a direct grant institution with an Independent Board of Governors. It opened in 1971 and by Autumn 1976 will have a student population of some 6,100. It has extensive new purpose built accommodation, including 750 residential places on the 114 acre campus overlooking the sea at Jordanstown, a pleasant and quiet residential area. There is a scheme of assistance with removal.

Further particulars and application forms which must be returned by October 21 may be obtained by telephoning Whiteabbey (0231) 65131 ext 2243 or by writing to: The Establishment Officer, Ulster College, The Northern Ireland Polytechnic, Jordanstown, Newtownabbey, Co. Antrim BT37 0QB.

The Polytechnic of North London | City of London Polytechnic

MSc Quaternary Studies (CNAA)

The two Polytechnics offer a new part-time course, commencing in January, 1977, leading to an MSc in Quaternary Studies. Run jointly by the Department of Geography at the Polytechnic of North London and the Department of Geology and Geography at the City of London Polytechnic, it is designed to take full advantage of the facilities of both institutions.

The course aims to promote a fuller understanding of the Quaternary period. It is hoped that the skills acquired on the course will contribute significantly to the status of graduates as researchers, in relation to the fields of physical geography, geology, botany, zoology and archaeology, or to further their careers as teachers or lecturers in these disciplines.

Over a period of two years, teaching takes place on two evenings a week, for three hours each, with field-work being done at weekends. The degree will be awarded on the basis of a written examination, and the submission of a thesis.

Applicants should have a good honours degree in a subject related to the study of the Quaternary. Further information can be obtained from the Admissions Office, Room 383, at the Polytechnic of North London, Holloway Road, London N7 8DB.

Fellowships and Studentships

UNITED STATES
FRANK KNOX MEMORIAL FELLOWSHIPS 1977-78

Fellowships are available for men graduates, single men and women, from the United Kingdom and Ireland for the year 1977-78 studying in one of the Faculties of Harvard. The value of each Fellowship will be not less than £5,400 plus tuition and health services fees.

The competition is open to citizens of the United Kingdom and Colonies who are studying and who have already completed at least two of the following: London University, university of Oxford or Cambridge, holders having graduated or holding places for 1977 or are graduates employed in business, industry or government who graduated not earlier than 1970, and who wish to attend respectively either the Graduate School of Business Administration, Department of Public Administration or Public Health.

Details of the competition and application forms may be obtained from the Registrar's Secretary of the applicant's university, college or polytechnic. Completed forms, supporting documents, stating the university attended and the date of degree, may alternatively be made to the Secretary, Frank Knox Memorial Fellowships, The Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF.

All applications must be submitted through the Head of the candidate's university—or Head of College, London and Oxford, or Dean of Faculty, for the candidate's polytechnic, in order to reach the Secretary, Frank Knox Memorial Fellowships, by 30th November, 1976.

UNITED STATES
KENNEDY SCHOLARSHIPS 1977

The Trustees of the Kennedy Memorial Fund, invite applications for Kennedy Scholarships to be held in the Massachusetts Institute of Technology during the academic year 1977-78 from citizens of United Kingdom and Colonies under the age of 26 who are graduates for a first or higher degree, have spent at least two of the last four years at a United Kingdom university, university college or polytechnic, and who are interested in taking up an award in September, 1977, and in circumstances from graduates in Science, Economics and mathematics who have not earlier had another Kennedy Scholarship.

The value of each Scholarship is £5,000, plus tuition and health insurance fees, and the cost of transatlantic travel to and from the United States.

The prospectus of the awards may be seen at any university or polytechnic careers service, from which application forms may also be obtained by suitable candidates. Alternatively requests for application forms should be made to the Secretary, Kennedy Memorial Trust at the Association of Commonwealth Universities (KY 77/78), 36 Gordon Square, London WC1H 0PF.

All applications must be submitted through the vice-chancellor of the candidate's university—or Head of College in the case of Oxford or Cambridge, London and Wales; or through the Director of the candidate's polytechnic, or through the University Entrance and Scholarship Examinations Council, 66-72 Gower Street, London WC1E 6EE, by 30th November, 1976.

THE LEVERHULME TRUST Research Awards 1977

The Leverhulme Trustees through their Research Awards Advisory Committee, offer

(i) FELLOWSHIPS AND GRANTS

To assist senior persons pursuing investigations, particularly those who are prevented by routine duties or any other cause from undertaking or completing a research programme. These awards are not available for persons reading for higher degrees or equivalent awards. No subject or category is excluded from consideration.

The awards are limited to persons educated in the United Kingdom or in any other part of the Commonwealth who are normally resident in the United Kingdom. The duration of the awards does not extend over more than two years or less than three months. The holder of a previous award may be given a second award in exceptional circumstances but in any case the total duration of the two awards shall not exceed two years. The amount of the award depends on the nature of the work and the circumstances of the case.

The closing date for applications (Form F/2B) is 1st December, 1976. The period of award may start from 1st June, 1977.

(ii) EMERITUS FELLOWSHIPS

A limited number of awards to assist persons who have recently reached, or are about to reach, retirement age and who have held pensionable positions in universities or other teaching or research institutions of similar status in the United Kingdom and have been an established record of research. They are designed to help in the completion and preparation for publication of the results of such research.

The award attached to the fellowship is to meet incidental costs such as typing, secretarial or research assistance, books, photostats, preparation of plates or blocks, expenses of fieldwork, travel and subsistence away from home for essential visits to libraries and other sources of original material. It is not normally intended to provide a personal stipend or a pension supplement. The fellowships are tenable for one or two years and are not thereafter renewable. The amount of the award depends on the nature and cost of the assistance sought but does not exceed a rate of £2,000 a year.

The closing date for applications (Form F/4B) is 1st December, 1976. The period of award will normally date from 1st June, 1977.

(iii) FACULTY FELLOWSHIPS IN EUROPEAN STUDIES

A limited number of awards to strengthen the teaching of European Studies in the universities of this country. These awards are intended to assist senior members of the staff of universities in the United Kingdom to undertake advanced study or research in a European country or countries, excluding the British Isles, in their particular fields of interest. The fellowships are designed to enable scholars in this country directly to consult their academic colleagues in Europe and to have access to sources of original materials.

The fellowships may extend at least six months in Europe normally in not more than two separate periods.

The award attached to the fellowship may be expected to contribute towards the direct costs of the fellow's study programme such as subsistence while abroad, travel to and from the European country or countries in which the fellow wishes to study, internal travel within the country or countries and other incidental expenses. The award will not normally provide for salaries or personal allowances. It will vary according to the circumstances of each case, but will not normally exceed the rate of £750 a month with a maximum total value of £2,000.

The closing date for applications (Form FF/18B) is the 31st December, 1976. The period of award may start from 1st June, 1977.

(iv) SENIOR STUDENTSHIPS

Up to six studentships to enable those who have left university at least five years ago to return and study full-time at a United Kingdom university, preferably, but not necessarily, for a further degree.

Applicants must be first degree graduates of a United Kingdom university. Holders of CNAA degrees are able to show evidence of equivalent education in the United Kingdom and not already have a post graduate degree. They must have been educated at a school or schools in the United Kingdom or any other part of the Commonwealth. They must be over the age of 27 on 1st October in the year of the award.

The value of the studentships is £1,000 per year. In addition, an amount of £250 will be provided towards fares and return passage; additional assistance will be available where the cost of the student's return passage exceeds £180 or to meet abnormal requirements connected with the purpose of the studentship. Further allowances may be paid at the discretion of the Committee. Firstly, a marriage allowance of £25 per month to a married student whose accompanied by a dependant spouse, and secondly, to a student going to a country where the cost of living is excessively high.

The awards are tenable for one year or two years if circumstances warrant it. The awards normally will be held in conjunction with other major awards. Students will be asked on termination of an award to make a short report to the Committee on their experience during the period of study.

Candidates must be available for interview in London in March / travelling expenses within the United Kingdom will be refunded. Successful candidates will be required to undergo a medical examination before confirmation of their awards.

The closing date for applications (Form F/2B) is 18th January, 1977. The period of award will normally date from 1st October, 1977.

(vi) EUROPEAN STUDENTSHIPS

Up to eight studentships of £1,300 for one year for advanced study or research in a centre of learning in any European country other than the United Kingdom or Ireland. The further allowances may be paid at the discretion of the Committee. Firstly, a marriage allowance of £25 per month to a married student whose accompanied by a dependant spouse, and secondly, to a student going to a country where the cost of living is excessively high.

At the time of application candidates should be first degree graduates of a United Kingdom university, holders of CNAA degrees or able to show evidence of equivalent education in the United Kingdom. They should also have been educated at a school or schools in the United Kingdom or in any other part of the Commonwealth. They must be normally resident in the United Kingdom and under the age of 30 on 1st October in the year of the award.

The studentships are tenable only at, or in connection with a university, college, or similar institution. They are not intended for students who are wishing only to improve their knowledge of modern languages; wherever no subject of study will be excluded but preference will be given to candidates who intend to study in subjects normally grouped in the Arts and Social Studies Faculties of universities.

The period of award normally begins on 1st October and students will be required on termination of the award to make a short report to the Committee on their experience during the period of study. The award may not normally be held in conjunction with another major award.

Candidates must be available for interview in London in April / travelling expenses within the United Kingdom will be refunded.

The closing date for applications (Form F/2B) is 18th January, 1977. The period of award will normally date from 1st October, 1977.

The results of applications for all the above awards will be communicated to the candidates in April, 1977. Application forms and further information from The Secretary, Research Awards Advisory Committee, The Leverhulme Trust, 15-19 New Fetter Lane, London EC4A 1NR. Telephone: 01-248 1910.

THE BRITISH ACADEMY
Research Awards 1976/77

Applications are invited for grants to support research within the humanities and social sciences from the following research funds administered by the British Academy:

1 **Small Grants Research Fund in the Humanities (UGC)**
(Application restricted to staff of university institutions in Great Britain in receipt of UGC funds)
Closing dates: the end of October and December 1976 and February and April 1977

2 **British Academy Research Grants**
Closing date: 30 November 1976

3 **British Academy Overseas Awards**
Closing dates: the end of September and December 1976 and March and May 1977

4a **British Academy Wolfson Fellowships in Western Europe**
Closing date: 15 December 1976

4b **Thank-Offering to Britain Research Fellowship in Western Europe**
Closing date: 31 March 1977

Applications should relate to original research at a post-doctoral or equivalent level. Consideration cannot be given to funding research directed towards an academic or professional qualification.
Further details and application forms may be obtained from: The Secretary, The British Academy, Burlington House, Piccadilly, London W1V 0NS (Tel.: 01-734 0477).

Colleges of Higher Education

BRADFORD COLLEGE

RE-ADVERTISEMENT

Applications are invited from suitably qualified persons for the posts of

SENIOR LECTURER IN EARLY CHILDHOOD EDUCATION

within the School of Education. Candidates will have preferably a higher degree in an aspect of early childhood education, with a specific interest in language development and/or the education of immigrants. The successful applicant will make a substantial contribution in the development and teaching of the Nursery Nursing and B.Ed. courses.

The salary will be in accordance with the Senior Lecturer scale, £5,031 to £5,955 bar £6,417 plus £312 supplement p.a.

LECTURER IN SOCIOLOGY
(With a special interest in Social Administration).

The appointment will be made in accordance with the Burnham (F.E.) Scales of Salaries as either a Lecturer Grade I or II.

Scales, Lecturer I, £2,469 to £4,377. Lecturer II, £3,279 to £5,493 plus £312 supplement p.a.

For further particulars and forms of application, please write to the Staffing Officer, Bradford College, Great Horton Road, Bradford BD7 1AY, which must be returned within 14 days of the appearance of this advertisement.

the College of Ripon & York St John

[illegible] ... of sufficient standard ... [illegible] ... of such sites as possible.

(a) **CHAPLAIN AND LECTURER, GRADE II**
(£3,279 + £312 to £5,493 + £312)
Applicants should be ordained members of the Church of England and should be able to contribute to the teaching of one of the academic departments within the College.

(b) **LECTURER, GRADE II—Design and Technology** (£3,279 + £312 to £5,493 + £312)
Applicants should be able to contribute to B.A., and B.Ed. programmes which include Three Dimensional Design, Two Dimensional Design and English Education Courses. Some experience in Materials Science and Engineering would be an advantage. This newly established Section is currently moving into new accommodation.

(c) **CAMPUS ADMINISTRATIVE OFFICER**
(AP 5 £3,825 + £312 to £4,095 + £312)
The person appointed will be responsible to the Bursar and Associate Vice-Principal for the day-to-day management of the York campus, including the overall supervision (with appropriate specialist assistance) of the maintenance of buildings and grounds and the catering, domestic, caretaking and portering services. The conditions of service are similar to those of Local Government. The salary will be on the AP 5 scale.

Further details and application forms may be obtained from the Principal, The College of Ripon and York St. John, Lord Mayor's Walk, York YO3 7EX, to whom completed application forms should be returned to arrive not later than Monday, 18th October, 1976.

COUNTY OF HEREFORD AND WORCESTER
EDUCATION DEPARTMENT

Worcester College of Higher Education

Applications are invited for the post of

PRINCIPAL

which becomes vacant as from 1st September 1977, following the retirement of Mr. E. G. Pelrson, C.B.E., M.A., B.Sc.
Salary within the range appropriate for a Group 7 College under the Burnham F.E. Report (currently £10,572-£11,082).
Further details from the Clerk to the Governing Body, Worcester College of Higher Education, Henwick Grove, Worcester to whom applications should be submitted by 28th October 1976.

Derby College of Art and Technology

The Faculty of Art and Design has vacancies for the following full-time teaching staff who are required to commence duties during the Autumn Term or from the 1st January, 1977.

LII/SL in Advertising and Fashion Photography
An experienced and imaginative photographer is required to take charge of these areas at third year level with students on the joint Derby/Trent Polytechnic Diploma in Creative Photography course. This unique and successful course is primarily concerned with the development of visual abilities and applicants must have strong portfolios and at least five years' professional experience. Teaching experience would be useful.

LII in Art History and Complementary Studies
Applications are invited from persons suitably qualified to teach Art History and Complementary Studies and who have a special interest in teaching the History of Photography. The work will involve teaching commitments to the Foundation Course, College Vocational Diploma courses and the joint Derby/Trent Polytechnic Diploma course in Creative Photography.

LII/LI in Graphic Design
To work on a well established four-year vocational course, which is recognised for assessment by the SIAD. Applicants should have appropriate professional experience in design, illustration or typography, together with some teaching experience.
Salary scales:
Senior Lecturer £5,031-£5,955 p.a. + £312 p.a.
Lecturer Grade II. £3,279-£5,493 p.a. + £312 p.a.
Lecturer Grade I, £2,469-£4,377 p.a. + £312 p.a.
In each case the point of entry to the scale will depend upon qualifications and experience.
Application forms and further details may be obtained from the Principal, Derby College of Art and Technology, Kedleston Road, Derby DE3 1GB, to whom completed forms should be returned by Monday, 18th October, 1976.

Ipswich Civic College
PRINCIPAL LECTURER

Required for January 1, 1977, in the School of Building:
Applicants must be Graduate or hold final professional qualifications in architecture, surveying, building or civil engineering.
Initial salary within the scale £6,282 to £6,954.
Further details and application forms from the Principal, Ipswich Civic College, Rope Walk, Ipswich IP4 1LT. Please supply stamped addressed envelope and quote post number 2/16. Completed application forms to be returned to the Principal within 14 days of this advertisement.

Administration

NATFHE
(National Association of Teachers in Further & Higher Education)
Appointment of
GENERAL SECRETARY DESIGNATE

The Association invites applications for the above post to take up duties on May 1, 1977. The successful candidate will become General Secretary on September 1, 1977.
Applicants should have a wide knowledge of education, particularly of further and higher education, and trade union experience.
The salary will be the same as the maximum of a Group 7 Principal on the Burnham Further Education Scales (at present £11,082 p.a.) together with London Allowance (at present £402 p.a.).
Further details may be obtained from the General Secretary, NATFHE, Hamilton House, Mabledon Place, London, WC1H 9BH. The closing date for applications is October 18, 1976.

Administration continued

THE OPEN UNIVERSITY
Administrative Appointments in the Academic Administration Division

Applications are invited for four posts of Administrative Assistant in the Academic Administration Division at the Secretary's Office at the University's headquarters in Milton Keynes. One will initially be as follows:
(1) **Administrative Assistant (Academic Board),** assisting in the servicing of the Board, with the development of research schemes of study with other institutions, and with the operation within the University's decision-making cycles.
(2) **Administrative Assistant (Courses),** assisting in the operation of procedures for approving courses, the work of the course committees in the courses area, and editing of course publications.
(3) **Assistant Summer Schools Officer (Disabled Students),** planning and managing the allocation and attendance of disabled students (this concerns some 500 of the 30,000 students at 14 Summer Schools).
(4) **Administrative Assistant (Credit Exemptions),** assisting in the work of administrative assistant in the Registry in connection with the formulation and execution of the University's policy on exemptions and credit transfer policies.
Applicants for these posts should preferably be graduates (or otherwise professionally qualified) with some administrative experience. For the third post, an interest in and knowledge of the problems of the disabled would be of an advantage.
Appointments will be made at appropriate points on the scale £3,279-£5,493 according to qualifications and experience.
Administrative Grade I : £2,979-£3,990.
Administrative Grade II : £3,786-£5,010.
Further particulars and application forms are available by postcard request please, from the Personnel Manager (B6), The Open University, P.O. Box 76, Walton Hall, Milton Keynes MK7 6AL. Telephone Milton Keynes 03088. Closing date for applications, October 22, 1976.

Applications are invited for the post of
SENIOR ADMINISTRATIVE OFFICER
to the
CENTRAL SCHOOL OF SPEECH AND DRAMA

Applicants should be experienced in educational administration and financial management, have a general interest in the arts, preferably possess a degree and/or financial qualification.
Salary on the scale £4,881 to £5,205, plus London Weighting. GLC/ILEA superannuation and conditions of service.
The appointment will commence in the New Year, date to be negotiated.
Further details from the Registrar, Central School of Speech and Drama, Embassy Theatre, Eton Avenue, London NW3 3HY.
Closing date: October 22, 1976.

Overseas

THE NEW SOUTH WALES INSTITUTE OF TECHNOLOGY
SYDNEY, AUSTRALIA
FACULTY OF LAW

SENIOR LECTURER
$A18,034-26,628

The New South Wales Institute of Technology is a rapidly developing centre for higher education established to provide a wide range of professional courses for those entering or already employed in the business, government and technological fields. The Institute has 12,000 students. The Faculty of Law which will commence teaching in 1977 will be headed by G. W. Bartholomew of the University of Singapore and one new lecturer has been appointed as Foundation Dean of Law. Applications are now invited for the position of Senior Lecturer within this new Faculty.
Initial teaching will include an introduction to Law subjects, Contracts, Torts and Criminal Law, though staff will be given the opportunity to develop subjects in which they have a special interest.
Applicants should possess an honours degree and preferably an appropriate higher degree. Lecturing experience and publications or other tertiary institution and professional experience are desirable. Fares and a contribution toward removal expenses are available for overseas appointees. A Housing Loan Scheme is also available.
Applications close on October 31, 1976. Applications should include copies of transcripts of academic qualifications. Applicants will be requested to arrange for three confidential reports to be forwarded by the closing date. Further information may be obtained from applications and referees' reports are to be sent to:
The Agent-General for New South Wales,
New South Wales Government Offices,
66 Strand, London WC2N 5LZ, England.

Overseas continued

Western Australian Institute of Technology
School of Mining & Mineral Technology

HEAD OF MINING & ENGINEERING

Applications are invited for the vacant post of Head of Department of Mining and Engineering, one of three Departments which constitute the School of Mining and Mineral Technology.

The Department is currently based at the Western Australian School of Mines, a Branch of the Institute situated at Kalgoorlie.

The School of Mining Technology is the only centre in the State of Western Australia offering tertiary courses of study in *Metallurgy, Mining* Engineering and Mining Geology.

Applicants should have appropriate graduate and professional qualifications and relevant industrial, teaching and/or research experience.

Salary: £15,708 (at current rate of exchange payable in Australian Dollars).

Further particulars may be obtained from, and detailed applications, including a curriculum vitae, are to be sent prior to October 23, 1976, to:

The Migration Liaison Officer,
Western Australia House,
115 Strand,
London WC2R 0AJ.

When applying please quote reference HE5.

Professors & Lecturers
LIBYA

These are excellent opportunities for qualified people who hold or are in the process of being promoted to a similar position in the UK.
The Institute of Mechanical and Electrical Engineering at Hun, Libya offers 4 year contracts, excellent salaries, free furnished accommodation, free passage to Libya for the staff member, wife or husband (and four children under 18 years of age). Salaries are paid in Libyan Dinars and are on an increment scale. Taxation is 18% of salary, in addition 60% is allowed to be transferred out of Libya in whatever currency candidate requires.

Professors	**£10,867-£12,226**
Associate Professors	**£9,509-£10,867**
Assistant Professors	**£8,603-£9,509**
Lecturers	**£7,849-£8,607**

Staff members for the following Depts, Mechanical Engineering, Electrical Engineering, Civil Engineering, Physics, Chemistry, Mathematics, Technical English, & English Language. Candidates must have a Masters Degree or Ph.D with experience in a similar capacity at a recognised University or similar institution.

SUPERVISORS
Will be responsible for the smooth running and maintenance of the workshop. No teaching experience necessary but would have been in a training position in industry or the academic field. Must have B.Sc. Mech. Eng.

PER OVERSEAS PROFESSIONAL AND EXECUTIVE RECRUITMENT

Please contact J. Ayre, London (01) 235 7080 Ext 209 4-5 Grosvenor Place, London SW1X 7SB.

MACQUARIE UNIVERSITY
Sydney

CHAIR OF EDUCATION

Applications are invited for appointment to a CHAIR OF EDUCATION in the SCHOOL OF EDUCATION, which will become vacant following the appointment of Professor W. P. Robinson to a Chair at the University of Bristol.
Applicants should have an excellent record in teaching and research and be particularly qualified in one or more of the fields of special interest in the School.
Further information about the School and the framework within which the appointment is to be made is included in the additional information available to applicants.
The person appointed will be expected to take up the position as soon as may be convenient after 1st August, 1977.
The University reserves the right to fill any position by invitation.
The Salary for the Chair will be $26,163 per annum. (Salaries are at present under review.)
Further information about the University, conditions of appointment including superannuation, study leave, housing schemes, etc., and the method of application, should be obtained from the Registrar, Macquarie University, North Ryde, New South Wales 2113- (or by telephoning 888,0000, extension 9020 in Australia).
Applications close on 29th November, 1976.
September, 1976 A. J. T. Ford, Registrar.

Fellowships continued

LEEDS
THE UNIVERSITY
DEPARTMENT OF BIOCHEMISTRY

Applications [illegible] for a SCIENCE RESEARCH FELLOWSHIP for the study of muscle membranes in dystrophic animals. The work will include purification and analysis of the components present in these membranes. Preference will be given to biochemists or chemists with some experience in protein chemistry and/or membrane biochemistry.
The appointment will be for one year and nine months and can start as soon as convenient. It is financed by a grant from the Muscular Dystrophy Group of Great Britain. Initial salary according to age and experience, between £3,279 to £5,493 on the scale for Research and Analogous staff, plus superannuation.
Enquiries or applications (with curriculum vitae and the names of two referees) should be sent as soon as possible to Dr. C. Lamb, Department of Biochemistry, Hyde Terrace, Leeds LS2 9LS. (Tel. 0532 34173.)

Overseas continued

The British Council
invites applications for the following posts:

Adviser in English for Primary Schools (Malaysia)
Department of Education, Kota Kinabalu, Sabah
To advise on the teaching of English in Primary Education and to administer in-service courses for TEFL teachers and supervisors.
Candidates should have a degree, TEFL qualification and experience of Teacher Training at primary level; driving licence essential. Preferably 35-45, with experience in South East Asia.
Salary: in excess of present UK emoluments.
Benefits: overseas and children's allowances; free accommodation; medical scheme. Two-year contract with the Ministry of Overseas Development. 76 UE 15

Head of Research and Development Unit (Mexico)
Centre for Foreign Language Teaching, National Autonomous University of Mexico
MA or Postgraduate Diploma in Applied Linguistics with 5 years' relevant experience including teacher training and materials production. Knowledge of Spanish essential.
Salary £5,001-£6,845 pa.
Benefits: overseas and children's allowances; rent allowance; medical and superannuation benefits. Two-year contract, renewable. 76 UU 119

Headteacher or Director of Studies (Peru)
San Silvestre School, Lima
The designation of the post is dependent upon the qualifications of the appointed candidate.
Headteacher: teaching certificate, 10 years' experience (secondary level) including 1 year in administration. Graduate preferred, age 35-50.
Salary: paid in local currency (Sols). (At present £6,963-£7,593 pa.) Three-year contract, renewable.
Director of Studies: degree, teaching certificate, 5 years' experience, 2 years' with special responsibility. Age 30-45 years.
Salary: paid in local currency (Sols). (At present £4,056-£5,520 pa.) Two-year contract, renewable.
Benefits: cost of living allowance; rent allowance; terminal bonus; employer's share of UK superannuation; medical scheme. 76 US 128

Head of Science (Peru)
San Silvestre School, Lima
General management of the Department. Teaching Nuffield Biology to 'O' level and Nuffield Combined Science to younger pupils.
Graduates with teaching qualification and at least 2 years' experience; age 25-45.
Salary: Burnham Scale 2 or 3, depending on qualifications and experience.
Benefits: cost of living allowance; terminal bonus; employer's share of UK superannuation. Two-year contract, renewable. 76 US 132

Return fares are paid. Local contracts are guaranteed by the British Council.
Please write, briefly stating qualifications and length of appropriate experience: quoting relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

Administration continued

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

Administrative Assistant

Applications are invited from men and women with graduate or equivalent qualifications for the post of Administrative Assistant in the Department of Human Sciences. Duties will be concerned with the day-to-day administration of all aspects of teaching and research in this multi-disciplinary Department. The post is varied and interesting and requires a person of initiative. Experience of administrative work would be an advantage.
Salary within scale £3,766-£5,418
Postcard requests for information and application forms to Assistant Registrar (Establishment) ref: 76/491U, Loughborough, Leicestershire

Reminder

Advertisements should reach

The Times Higher Education Supplement

by the Friday prior to publication for classified display advertisements and by 10.30 a.m. (latest) on **Monday prior to publication for lineage and semi-display.**

CLASSIFIED ADVERTISEMENTS

To advertise in *The THES*
phone Charlotte Coulson 01-837 1234, Extn 575

The Times HIGHER EDUCATION Supplement

New Printing House Square, P.O. Box 7, Gray's Inn Road, London WC1X 8EZ